

**IMPROVING THE TEACHING AND LEARNING PROCESS OF READING BY
USING SILENT CARD SHUFFLE STRATEGY (SCSS) FOR THE SEVENTH
GRADE STUDENTS OF SMP N 15 YOGYAKARTA IN THE ACADEMIC YEAR
OF 2014 / 2015**

A THESIS

Presented as Partial Fulfillment of the Requirements for the Attainment of Sarjana
Pendidikan Degree in English Language Education



By:

Anis Fihayati

NIM 11202241018

**English Education Department
Faculty of Languages and Arts
Yogyakarta State University**

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APPROVAL SHEET

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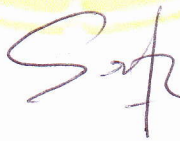
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A Thesis

**By
Anis Fihayati
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Accepted by the Board of Examiner of Faculty of Languages and Arts, State University of Yogyakarta on July 15th, 2015 and Declared to Have Fulfilled the Requirements for the Attainment of the Degree of Sarjana Pendidikan in English Language Education Department

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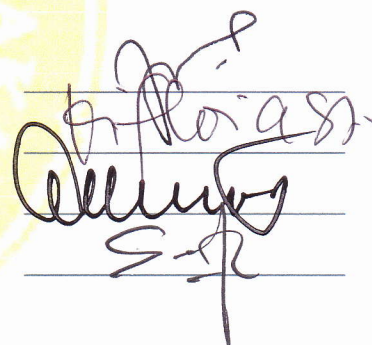
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STATEMENT

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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis oleh orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan penulisan yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, July 2015

Penulis



Anis Fihayati

DEDICATIONS

I do truly dedicate this thesis for:

1. My beloved parents, Ibu Ani Umiyati and Bapak Hendrarto.
2. My brothers, Mas Mochammad Syahrial Edhos Mahena and Mas Abid Maulana.
3. My grandma, Ibu Ummu Salamah.

MOTTOS

La tahzan, Innallaha ma'as sobirin

“Don’t be sad, Allah is always with those who is patience”

(Qs. Al-Baqarah: 153)

“Ing ngarsa sung tuladha, Ing madya mbangun karsa, Tut wuri handayani”

(Ki Hadjar Dewantara)

The best revenge is massive success

(Frank Sinatra)

Even the darkest night will end and the sun will rise.

(Victor Hugo)

“Mengulang doa itu seperti mengayuh sepeda. Suatu saat pasti sampai di tujuan”

(My Self)

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Yogyakarta, July 2015

Anis Fihayati

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11202241018**

ABSTRACT

This study was aimed at improving the teaching and learning process of reading by using Silent Card Shuffle Strategy (SCSS) for the seventh grade students at SMPN 15 Yogyakarta In The Academic Year of 2014 / 2015.

This research was action research which consisted of two cycles with three meetings in each cycle. The subjects of this research were the researcher, the collaborators, and the students of class VII J which consisted of 33 students. The data collection techniques were observations, interviews, and tests. The data were in the form of qualitative data and quantitative data. The qualitative data were obtained from the field notes and interview transcripts. These data were analyzed using five steps i.e. assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes. Meanwhile, the quantitative data were obtained from the pre-test and the post-test scores. These data were analyzed by comparing the mean scores of the pre-test and the post-test. The students' mean score increased from 62,72 to 76,43.

The results of the research showed that the use of the SCSS in combination with applying various media and activities, such as words, pictures and games, could improve the teaching of reading. From the group work activities, the students could build their cooperation and improve their participation. The uses of cards and pictures could facilitate the students to understand the texts easily. Furthermore, the improvement on the students' mean scores showed that the improvement of the teaching of reading gave impacts to the students' achievement. From the data above, it can be concluded that the use of the SCSS can improve the teaching of reading.

Key words: reading, action research, and Silent Card Shuffle Strategy (SCSS)

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is one of the compulsory subjects in junior high schools. According to the Standard of Competence and Basic Competence for Junior High School, the objectives of learning English are to develop communication skills in spoken and written forms to attain a functional literacy level (the language is used to communicate and deal with daily matters, such as reading newspapers, manuals, or instructions), to build students' awareness of the importance of English to compete in the global area.

Based on the curriculum for Junior High School, there are four language skills which need to be learnt by the students i.e. listening, reading, speaking, and writing. In addition, Johnson (2008: 278) mentions two conventional ways of dividing these four skills up. The first way is by dividing these skills into the medium: the spoken medium (listening and speaking) and the written medium (reading and writing). The second way is by dividing them into receptive skills (listening and reading) and productive skills (speaking and writing).

Reading is one of the receptive skills that needs to be acquired by students of junior high schools. Students may have many purposes of reading. Its divide into, first, they need to read for academic purposes. There are many learning sources written in English so it is important for them to have a good reading skill. Then, they also need a reading skill in daily life to get up-to-date information from mass media such as newspapers, magazines, televisions, and the internet.

Besides, reading is an important way to improve students' general language skills in English. Reading can also enlarge their vocabulary. Furthermore, it helps them to improve their productive skills: speaking and writing. Through reading, they can obtain many inspirations so that they will be more creative. Reading is a good way to find out new ideas, facts, and experiences.

In junior high schools, the standard competencies is that the students are able to understand short functional texts and essays in the form of procedure, descriptive, recount, narrative, and report texts (BSNP 2006). In order to obtain a good output of learning English, the students should be prepared with sufficient language inputs. These inputs can be obtained from reading processes. The reading activities are supposed to help students learning English since they can gain a lot of language inputs from the reading activities.

Considering the importance of having good reading skills, the teaching of reading in the classroom is very important needed. The reading activities in the classroom should be meaningful for the students. It means that the reading activities should not merely read the texts, but there should be a variation of learning activities. The classroom reading activities can influence the students' motivation to read. When they find that reading is enjoyable and they can get benefits from it, their reading motivation will increase. In fact, some problems related to the teaching of reading were found during the classroom teaching and learning activities. The problems were related to the teaching technique that the teacher used for teaching reading. Next, the problem was about the learning media

used by the teacher. The use of media was important to help the students understand the material. Another problem was about the classroom management. When the class was not managed properly, the students were less engaged in the learning activities. Based on the preliminary observation at Class VII J of SMPN 15 Yogyakarta, the similar problems related to the teaching of reading were identified. The teaching of reading did not motivate students yet. As a result, the problem related to the students' reading skills arose. The students still lacked of vocabulary. When they read an English text, they got difficulties in understanding the meanings of the words and the content of the text.

In relation to the problems above, it is essential to use a particular learning strategy in teaching reading. There are many kinds of learning strategies which can be applied for teaching reading. The selection of learning strategy is adjusted to the students' characteristics and needs. The learning strategy should provide the students with meaningful activities combined with the variation of learning media. Realizing those facts, the researcher believes that the problems related to the teaching of reading need to be solved. Therefore, the researcher intends to solve the problems by doing a classroom action research.

B. Identification of the Problem

In the previous part, some problems related to the teaching of reading were presented. Based on the observation and the interviews done to the teacher and the students, some problems related to the teaching of reading in Class VII J of

SMPN 15 Yogyakarta were found. Those problems showed that the teaching and learning of reading did not motivate students yet.

Firstly, the kind of teaching learning process led the students to focus only on reading aloud. They focused on the meaning of the words rather than the entire text. The teacher did not concern on 'how to read' but 'what to read'. Secondly, many students did not have enough background knowledge. For example, when a teacher presented the students a text entitled "my house", students found difficulties to comprehend the text as they did not have enough knowledge about "my house". To comprehend the text, they did not only have to understand each word, sentence, or paragraph in the text. However, they had to be able to relate their previous knowledge with the new one as well.

The third problem was related to the teaching technique that the teacher used in the classroom. The English lesson lacked variation of learning activities. The activities mostly focused on books or Student Worksheets or Lembar Kerja Siswa (LKS). After getting the explanation, the students were asked to complete the exercises. Most of the learning materials were taken from books. In addition, the learning activities were lacked of group-work activity. Most activities were individual works in the form of reading passages and answering-question activities.

The fourth problem was related to the learning media. The teaching activities were rarely supported by the use of media, whereas the variation of media was important in gaining the students' interests to the teaching and learning

process. The teacher was unable to create attractive teaching learning atmosphere in the classroom. He failed in creating reading activities which were interesting and motivating for the students. The use of media which could support teaching and learning process in the class was still low. As the consequence, the students were bored with the teaching and learning process. This boredom was commonly showed by the behavior that students showed in the class. They did not pay attention to the teacher's explanation.

Those problems related to the teaching process gave impacts on the students' motivation of reading. Based on the interviews conducted by the researcher, some students said that they lacked reading practices. The students' reading habits were still low. They did not like reading, even reading the books written in their native language. The use of media which could support the teaching and learning processes in the class was still low. As the consequence, the students were bored with teaching learning process.

The next problem was related to the students' lack of vocabulary. They got difficulties in understanding meanings of some words and how to pronounce them. When they did not understand about the meanings of particular words, they were reluctant to look up in the dictionary or ask the meanings of those words to the teacher. They preferred asking their friends to asking their teacher.

C. Delimitation of the Problem

It was impossible to solve all problems. After conducting the discussion with the English teacher as one of the collaborators, the study would focus on

solving the problems related to the technique for teaching reading. The researcher would try to overcome some problems related to the teaching of reading which still lack variations of activities and media. Based on the discussion with the English teacher, Silent Card Shuffle Strategy (SCSS) was used to overcome the problems related to the teaching technique used for teaching reading. The researcher hoped that SCSS could provide the students with more opportunities and varied activities to practice reading.

D. Formulation of the Problem

From the limitation of the problem, the problems can be formulated as follows: “How can SCSS be applied to improve the teaching and learning process of reading in Class VII J of SMPN 15 Yogyakarta?”.

E. Objective of the Research

The objective of this research is to improve the teaching and learning processes through the use of SCSS for teaching reading.

F. Significance of the Research

By conducting this research, the researcher wants to obtain new knowledge related to the teaching of reading by using SCSS. Generally, the significance of the study can be divided into two parts.

1. Theoretical Significance

The findings of the research can give inputs to improve the teaching of reading in junior high schools. The findings can develop the application of using SCSS to teach reading for junior high students.

2. Practical Significance

a. For English teachers

Hopefully the research findings can be useful for especially many junior high English teachers. This can help them to make a variety in teaching reading.

b. For the school

The findings could give meaningful information to the school about the benefits of using SCSS to improve the teaching of reading.

c. For the researcher

The research can develop the researcher's creativity and competence in designing activities for classroom teaching and learning. It was be a valuable experience for her that gave many positive impacts for the future.

CHAPTER II

LITERATURE REVIEW

This chapter presents the theories related to this research. The discussion in this chapter is divided into three parts: theoretical description, relevant studies, and conceptual framework. In the theoretical description, the researcher discusses the relevant theories of this research. In the relevant studies, the researcher presents the studies related to this research. In the conceptual framework, the researcher draws the links between the theories and the study of the research.

A. Theoretical Description

1. The Nature of Reading

a. Definition of Reading

The definitions of reading are important to be understood before starting to discuss reading comprehension itself. Brown (2004: 189) states that reading is a process of negotiation of meaning. In this process, the readers bring their early thought to the next parts of reading process to finally reaches their understanding about the meaning of the texts they read. It implies that readers' understanding about the text is the result of interaction between their thought and the meaning of the texts they read.

In line with the previous statement, Celce-Muria (2001: 154) views reading as an interactive process. it involves a text, a reader, and a social context in which the reading process occurs. She says that the transaction includes the reader's acting on interpreting the text. This implies that the reader's past experiences, language background, and cultural framework, as well as the reader's purpose for reading influence the reader's interpretation about the text.

Reading is one of receptive skills that must be fulfilled in learning a language. There are some definitions about reading proposed by some experts. Johnson (2008: 3) has some definitions related to reading. He defines reading as presented below.

- 1) The practice of using a text to create meanings.
- 2) A constantly developing skill.
- 3) Integrating visual and non-visual information.
- 4) The act of linking one idea to another.

Accordingly, when there is no meaning being created, no effective reading occurs. Reading is also a skill which can be improved by doing a lot of practices. The more people read, the better their reading skills are. During the process of reading, the visual information that is acquired from the texts and the pictures (if provided) will be processed with the non-visual information that is created by the reader's mind. Furthermore while reading the reader links the information in the text with his/her schemata or background knowledge in order to catch the meanings from the text.

Urquhart and Weir (1998: 22) in Grabe (2009) present another definition of reading i.e. "the process of receiving and interpreting information encoded in language form via the medium of print". This process involves constructing and dealing with meanings from a written text.

Patel and Jain (2008: 114) state that "reading is not only a source of information and a pleasurable activity, but also as a means of consolidating and extending one's knowledge of the language". By reading, the learners can gain a lot of valuable information about the world and the language as well. They consider reading as the most important activity in any language class.

The definition above suggests that reading is a process of getting and understanding meanings from a written text. When the readers gain the information of a text, they try to relate it with their existing knowledge. For that reason, each person has different interpretation of the same text. The readers can improve their knowledge and insight by doing more reading exercises.

There are many opinions about how the reading process occurs. Generally, there are three models of reading namely bottom-up models, top-down models, and interactive models.

1) Bottom-up models of reading

Karlin (1984: 47) states that according to bottom-up theories of reading, reading occurs as the readers focus on sequence of individual letters, letter combinations, words, and larger units (such as phrases). Readers begin with the lowest level from which the symbols are identified. These graphic representations are transformed into sounds of the language or speech. If the readers are able to comprehend that conversion (graphic symbols into sounds) as a part of their language experiences, they tend to understand what they read.

According to bottom-up models, reading is a process of translating graphic symbols into speech during oral reading or into inner speech during silent reading (Harris and Sipay, 1985:8). Sensory and perceptual processes are done first and cognitive processes follow. The reader picks up graphic information from the printed materials (letters or words), then syntactic and semantic processes occur. As the information flows, the printed material is understood.

In brief, according to the bottom-up models, a good understanding of linguistic units is significant.

2) Top-down models of reading

Based on the explanation of top-down models of reading, Goodman (1967) in Karlin (1984: 48) says that reading is a “psycholinguistic guessing game” which means readers

generate hypotheses about meaning and revise them if they are not confirmed. Then, they predict meaning through the information that they have possessed and the graphic, syntactic, and semantic messages from the printed text. In top-down models, during the process of reading the knowledge that readers have about the world (vocabulary, concepts, information, and ideas) and also about language structures (syntactic and semantic) makes it possible for them to use the context to make predictions about meanings transferred by the text (Karlin, 1984:48).

In top-down models, the reader's prior knowledge and their cognitive and linguistic competences play a significant role in the construction of meaning (Harris and Sipay, 1985:9). Goodman and Goodman (1979, 1982) in Harris and Sipay (1985: 9) believe that novice readers are different from skilled readers in which they have the lesser strategies that they need to extract the meanings from the printed text. Many top-down theorists believe that skilled readers go directly from print to meaning without first recoding print to speech.

Top-down models promotes the utilization of reader's background of knowledge in the reading process. Bereiter (1978) in Karlin (1984: 48) gives an explanation of readers' background knowledge called "schema theory". This theory explains that comprehension depends on the readers' background information and knowledge of the world that are saved in memory. Readers may have an incomplete schema and it is added more through reading. In this way, the schemata of younger or beginner readers would be less complete than older or intermediate and advanced readers. Karlin (1984: 48) states that "the new information interacts with the information previously held to produce a more complete schema that in turn makes possible increased comprehension".

3) Interactive models of reading

Rumerhalt (1976) in Karlin (1984: 49) claims that reading comprehension is the product of interaction between a bottom-up process and a top-down process. Readers process

the letters and words at the same time as they create hypotheses about meaning of the text. Word identification assists the production of hypotheses. Comprehension depends on how the reader does both processes.

According to interactive models, different processes are responsible for providing information which is shared with other processes. Harris and Sipay (1985: 9) state that in interactive models “a hypothesis generated by top-down processing is guided by the results of bottom-up processing, and the bottom-up processing is guided in part by the expectations imposed by top-down processing”. The information that is got from each process is combined to determine the most appropriate interpretation of the printed text.

Pearson and Kamil (1978) in Harris and Sipay (1985: 10) state that the reader assumes an active or passive role depending on the strength and accuracy of the hypotheses generated by top-down processing.

b. Micro – and Macro – skills of Reading

In teaching reading, the teachers need to understand the micro- and macro - skills of reading. These aspects can be a set of criteria which can be used for the teachers to specify their reading objectives. The following explanation shows the micro- and macro-skills of reading proposed by Brown (2004:187-188).

Micro-skills

- 1) Discriminate among the distinctive graphemes and orthographic pattern of English.
- 2) Retain chunks of language of different lengths in short-term memory.
- 3) Process writing at an efficient rate of speed to suit the purpose.
- 4) Recognize a core of words, and interpret word order patterns and their significance.
- 5) Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g. tense, agreement, and pluralization), patterns, rules, and elliptical forms.
- 6) Recognize that a particular meaning may be expressed in different grammatical forms.
- 7) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

Macro-skills

- 8) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- 9) Recognize the communicative functions of written texts, according to form and purpose.
- 10) Infer context that is not explicit by using background knowledge.
- 11) From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 12) Distinguish between literal and implied meanings.
- 13) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- 14) Develop and use battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

The teacher should select some micro-skills of reading and adjust them with the reading materials and activities. The students should be taught to use those skills. Those skills are useful to develop the students' reading skills.

c. Types of Classroom Reading Performance

Brown (2001) classifies the types of classroom reading performance into two major categories namely oral and silent reading. Then, silent reading can also be sub-categorized into two types: intensive and extensive reading. The figure of classroom reading performance can be seen as follow.

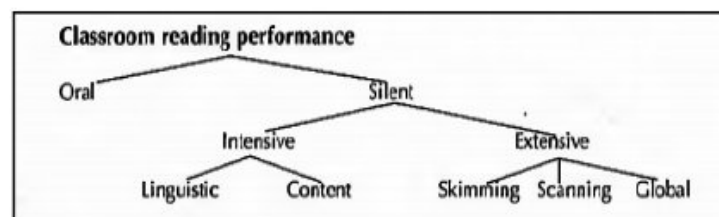


Figure 1: Types of Classroom Reading Performance

Oral reading has some objectives such as building comprehension through bottom-up processing skills, checking pronunciation, and adding an extra participation of students to highlight a particular segment of a text. However, it also has some disadvantages such as doing a non-authentic language activity, losing attention of the other students (while one student is reading, the others may be noisy), and doing recitation merely.

Silent reading can be categorized into intensive and extensive reading. Brown (2001: 312) states that intensive reading is

“... usually a classroom-oriented activity in which students focus on the linguistic or semantic details of a passage. Intensive reading calls the students’ attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like.”

Intensive reading is a content-related reading based on the difficulty of the subject matter, while extensive reading relates to a reading process to gain a general understanding of longer texts (books, long articles, and essays). Extensive reading is usually done outside of class time. Pleasure reading is one example of extensive reading. The benefit of doing extensive reading is students can achieve an appreciation for the affective and cognitive window of reading. Extensive reading usually aims at improving the readers’ knowledge and understanding about certain topics.

There are many varieties of reading activities which can be chosen according to the purpose of reading itself. These activities can be done either by the whole class together during the teaching and learning process in the classroom or by the students themselves during their own reading practice. In designing the reading activities in the classroom, the teacher should pay more attention in choosing the texts. It is necessary for the teacher to choose topics or texts which the students likely want or need to read. Lavery (2001) suggests some techniques for choosing the topic and the text as follows.

1) Use any visuals for vocabulary brainstorming

The teacher may show some pictures related to the text and make some questions about them orally. Those questions provide the vocabulary which are useful for the students to get an “image” about what the text is about.

2) Use any headlines or sub-headings

The teacher writes the headlines or subheadings on the board before giving the whole text to the students. Then, the teacher asks the students to guess what the article or the text is about.

3) Use key words

The teacher takes five or six key words from the text and writes them on the board before the students read. These words will be used as prompts and the students can try to make sentences using those words.

4) Use questionnaires

The teacher gives a mini-questionnaire to the students related to the topic of the text before they read it.

5) Use prediction exercises

The teacher makes prediction exercises to anticipate the vocabulary or content of the text, for example in form of true or false statements. The techniques above aim to make the text as comprehensible as possible for the students to understand. By applying those techniques, the students are expected to be ready and prepared for the most likely information in the text.

According to Davies and Pearse (2002: 92-93), the reading comprehension practice can be divided into three stages. Those stages are:

1) Pre-reading

This stage aims to prepare the students for what they are going to read. The activities can be in the form of guessing the topic (from the title/heading and illustrations), brainstorming about the topic word, predicting, or questioning.

2) While-reading

At this stage, the activities aim to help the students to understand the text. They can do some activities like scanning for specific information, skimming for the general idea, answering questions, completing sentences, a table, a map, or pictures, and asking questions to each other.

3) Post-reading

This stage aims to help the students to link between the information from the text and their own ideas or experiences. The activities can be in the form of discussing the text, debating some controversial aspects of the text, doing tasks, and summarizing the text.

In addition, Grabe and Stoller (2002) in Hedgcock and Ferris (2009) propose some reading strategies such as specifying the purpose of reading, planning a reading process, previewing the text, predicting text content, verifying predictions, generating questions about the text, locating answers to the questions, comparing to the existing schemata, summarizing, making inferences, noticing and analyzing text structure, re-reading, using discourse markers to understand textual relationship, checking comprehension accuracy, tracking reading difficulties, reflecting and discussing what has been learnt. These strategies can be applied according to the reading objectives that will be reached.

Brown (2001: 306-310) proposes ten reading strategies that can be applied in classroom learning. Those strategies are presented below.

- 1) Identify the purpose of reading.
- 2) Use graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners).

- 3) Use efficient silent reading techniques for relatively rapid comprehension (for intermediate or advanced levels).
- 4) Skim the text for main ideas.
- 5) Scan the text for specific information.
- 6) Use semantic mapping or clustering.
- 7) Guess the meanings of difficult words.
- 8) Analyze vocabulary.
- 9) Distinguish between literal and implied meanings.
- 10) Capitalize on discourse markers to process relationships.

d. Assessing Reading

To create a good reading assessment, the teacher needs to organize and plan the procedures properly. “The key lies in identifying the purpose of reading assessment and matching instructional activities to that purpose” (O’Malley and Pierce, 1996: 98). They propose some steps in organizing a reading assessment as presented below.

1) Identifying the purpose

John (1982) in O’Malley and Pierce (1996) identifies four major purposes for language classroom-based assessment of reading. They are (1) studying, evaluating, or diagnosing reading behavior, (2) monitoring student progress, (3) supplementing and confirming information gained from standardized and criterion-referenced tests, and (4) obtaining information not available from other sources.

For the most classroom reading assessment, the purpose is to monitor the growth in reading. Therefore, the assessment should be addressed for both the process (strategies) and the products (reading skills and comprehension levels) (Herman, Aschbacher, and Winters 1992 in O’Malley and Pierce 1996).

2) Planning for assessment

After identifying purposes, the teacher should outline the major instructional goals and learning outcomes and match them with the learning activities. The teacher should also consider some factors, such as the number of the students, the time allocation, and whether or

not they need to be monitored for their reading growth. It is necessary for the teacher to give feedback to students after conducting the assessment.

3) Involving the students

In the reading assessment, the students can be involved in self-assessment and peer-assessment. Self-assessment is done by the students to know their own reading progress. Although it is not graded by the teacher, it helps both the teacher and the students to be aware of students' attitudes, strengths, and weaknesses in reading (Routman in O'Malley and Pierce, 1996). Meanwhile, by conducting peer assessment the teacher can encourage students to rate their peer reading comprehension levels and attitudes toward reading in reading discussion groups.

4) Developing rubrics/scoring procedures

Some areas to be assessed in reading should include reading comprehension, use of reading strategies, decoding skills, response to reading, and students' choice in reading, depending on students' literacy levels in English.

5) Setting standards

To set standards for reading comprehension, the teacher needs to establish cut-off scores on a scoring rubric or a rating scale. For example, at least three levels of reading performance could be described as novice, intermediate, and advanced.

6) Selecting assessment activities

The reading assessment should be embedded in the activities of teaching reading. The instructional activities can also serve for the assessment of reading in a second language. One of the instructional activities proposed by Garcia (1994), Pikulski and Shanahan (1982), and Routman (1994) in O'Malley and Pierce (1996) is using texts with comprehension questions. Most teachers are familiar with asking questions to determine comprehension of reading passage whether in the forms of short simple essays or multiple choices.

7) Recording teacher observation

Routman (1994) in O'Malley and Pierce (1996) states that one of the most effective ways for a teacher to assess a student's reading comprehension is through teacher observation. There are some types of teacher observation such as: think-aloud, probes, and interviews; reading strategies checklists and rating scales; miscue analysis and running records; and anecdotal records (O'Malley and Pierce, 1996: 120).

In this research, the students' scores of reading tests become one of the indicators of the improvement of the teaching reading. It determines whether the results of the tests give a positive washback to the teaching and learning process or not. Bailey (1996: 259) in Fulcher and Davidson (2007) defines washback as the influence of testing on teaching and learning. In addition, Alderson and Wall (1993) in Fulcher and Davidson (2007) affirm that there are some possible washback hypotheses from a test. They state that a test will influence the teaching and learning, what and how the teacher teaches and the students learn, the rate and sequences of teaching and learning, the degree and depth of the teaching and learning, and the attitudes to the content and the method of teaching and learning. Tests which have important consequences will have washback, and vice versa. Good or poor results of the reading tests will influence the teaching and learning process. If most students have a progress in their reading scores, it means that the teaching is also improved.

In relation to the tasks of reading assessment, the types of reading performances should be taken into account. Brown (2004:189) mentions four types of reading performances which become considerations in designing the assessment procedures. They are perceptive reading, selective reading, interactive reading, and extensive reading. The reading activities which are done in this research can be classified as selective and interactive reading. In selective reading, the students deal with the lexical, grammatical, or discourse features of language within a very short stretch of language. The common tasks are picture-cued tasks,

matching, true/false, and multiple-choice. Stimuli include sentences, short paragraphs, and simple charts or graphs. In this case, a combination of bottom-up and top-down processing may be used. Meanwhile, interactive reading includes stretches of language of several paragraphs to one page or more which the readers must interact with. In interactive reading, reading occurs as a process of negotiating meaning using their schemata and the intake as the product of the interaction. The common text genres used are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, and recipes. Top-down processing occurs more often, but bottom-up processing is sometimes necessary. The kinds of tests which are used in this research are multiple-choice tasks, matching tasks, picture-cued tasks, short answer tasks, and ordering tasks.

2. Learning Strategy

a. Definition of Learning Strategy

According to Oxford (1990) in Murcia (2001), there are six main categories of second language learning strategies to help students learn a foreign language.

1) Cognitive strategies

It helps the learner to comprehend the material in direct ways through reasoning, analyzing, note-taking, summarizing, synthesizing, outlining, reorganizing information, practicing in naturalistic settings, and practicing structures and sounds formally.

2) Meta-cognitive strategies

This strategy can be done through identifying one's own learning style preference and needs, planning for second language tasks, gathering and organizing materials, arranging a study space and a schedule, monitoring mistakes, evaluating task success, and evaluating the success of any type of learning strategy.

3) Memory-related strategies

It helps the learner to link one second language item or concept with another, but not necessarily involve deep understanding. This strategy enables students to gain the information in an orderly string (acronyms) and via sounds (e.g. rhyming), images (pictures), the combination of words and sounds (e.g. the keyword methods), body movement (Total Physical Response), mechanical means (flashcards), or location (e.g. on a page or blackboard).

4) Compensatory strategies

These strategies can be in the form of guessing from context (for listening and reading), using synonyms and gestures or pause words (for speaking and writing).

5) Affective strategies

The affective strategies are designed by involving these aspects, such as identifying one's mood and anxiety levels, feelings, and rewarding.

6) Social strategies

This strategy can be done through some activities such as asking questions to get verifications, clarifying, asking for help, talking with native speaker as partner, and exploring culture and norms.

According to Nunan (1999), strategies are the mental and communicative procedures which the learners use to learn and use language. Each learner has different types of learning strategies, especially when they read. The learners need to understand many kinds of reading strategies so that they can select those strategies and use them for reading practices.

b. Features of Language Learning Strategy

When the teachers want to apply a language learning strategy in their class, they need to consider some essential principles. Oxford (1990: 8-9) proposes some features of language learning strategy like in the following table.

Table 1: Features of Language Learning Strategies

Language Learning Strategies
<ol style="list-style-type: none"> 1. Contribute to the main goal, communicative competence. 2. Allow learners to become more self-directed. 3. Expand the role of teachers. 4. Are problem-oriented. 5. Are specific actions taken by the learner. 6. Involve many aspects of the learner, not just the cognitive. 7. Support learning both directly and indirectly. 8. Are not always observable. 9. Are often conscious. 10. Can be taught. 11. Are flexible. 12. Are influenced by a variety of factors.

Those aspects can be taken into account in presuming whether the strategy is applicable or not. The teachers can use those features as a guidance that can be transformed into questions related to the strategy that they have built.

c. Silent Cards Shuffle Strategy

1) The Nature of Silent Card Shuffle Strategy (SCSS)

The classroom activities can be varied in many ways, for example the teaching steps or techniques, the variation of learning media, the selection of learning activities, and the materials of the lesson. The teachers can also set up a learning strategy for their classrooms.

One of learning strategies which can be applied in the classroom is Silent Card Shuffle Strategy (SCSS). Frangenheim (2005) suggested SCSS as a cooperative learning strategy to be used in the classroom. It is a cooperative strategy which involves many activities such as sequencing, classifying, matching, mapping or positioning information. This strategy is also used in many other subjects, such as biology, geography, and mathematics.

SCSS employs the benefits of cards for the learning activities. Cards are a kind of media which are flexible and easy to create. Cards can be designed in many shapes and sizes adjusted with the needs and contents. Harmer (2007) mentions three main uses of cards namely matching and ordering, selecting, and card games.

1) Matching and ordering

Cards can be used for an activity like matching questions with the answers. Students can either match them on the table in front of them (in pairs or groups) or they can move around the class to find their pairs. This matching activity can be based on the topic or grammatical construction. This activity is especially good for kinesthetic learners, but it is also good for everyone else.

2) Selecting

In this way, the cards contain some particular words, phrases, or pictures. After shuffling them, the cards are placed in a pile face down. Then, the teacher asks one student to pick one card. The student must use the word or phrase in the cards or describe the picture on the card.

3) Card games

There are many possibilities of card games in language learning. The teachers can design the games by themselves based on some considerations such as the number of students in the class, the topic, the learning purpose, and learning activities.

Cards help the teacher to deliver the material, so in this way the learning activities become less teacher-centered and less book-dependent. It will minimize teacher's talk and increase the students' participation. By using the cards as learning media in the classroom, the learning activity will be more enjoyable. The teachers' creativity is an essential prerequisite to design some sets of cards. The teachers need to explore their ideas and creativity to decide what the cards contain. Besides, the teacher should design the learning

activities properly. By doing these steps of making cards, the teacher's creativity will also be improved.

In relation to the teaching of reading in the classroom, cards can be used in three stages of reading. Cards can be used in the pre-reading stage for certain activities such as predicting and previewing the main text. The cards may contain some lists of vocabulary related to the text, or pictures which give a general image about the text. The cards can also be used in the while-reading stage for a particular activity like rearranging cards of a jumbled text. The final result of this activity is to construct a whole text. Next, cards can be used in the post-reading stage for a particular activity such as discussing some points related to the text.

SCSS employs some principles of cooperative learning. Johnson and Johnson (2004: 274) in Orlich et al. (2007) mention some characteristics of cooperative learning like in the followings.

- a) Uses small groups of three or four students (micro-groups).
- b) Focuses on tasks to be accomplished.
- c) Requires group cooperation and interaction.
- d) Mandates individual responsibility to learn.
- e) Supports division of labor.

This strategy employs the principles of multiple intelligences. Gardner (1993) in Armstrong (2003) proposes eight types of intelligences as follows.

1) Linguistic intelligence

It relates to the understanding of language including the phonology, syntax, semantics and pragmatic uses of language. It involves someone's ability to communicate knowledge, remember information, or reflect to the language itself.

2) Bodily-kinesthetic intelligence

This intelligence is related to a person's ability to control the body movement and handle objects skillfully.

3) Spatial intelligence

It is related to the ability to perceive the visual world accurately.

4) Musical intelligence

This intelligence relates to the ability of comprehending and expressing components of music.

5) Logical-mathematical intelligence

It refers to the knowledge and use of logical structures. This involves some activities like experimentation, quantification, conceptualization, and classification.

6) Intrapersonal intelligence

This is related to someone's ability to access a person's emotional aspects through the awareness of motivations, intentions, and desires.

7) Interpersonal intelligence

It can be defined as a person's ability to differentiate among other people with respect to moods, motivations, and intentions and use them to interact and communicate properly with others.

8) Naturalist intelligence

It relates to the ability to distinguish and classify many species of plants and animals; and the ability to interact with living creatures or with the whole ecosystem. Based on the types of multiple intelligences above, Silent Card Shuffle Strategy (SCSS) will exploit more to the students with linguistic, bodily-kinesthetic, spatial, logical-mathematical, intrapersonal, and interpersonal intelligence. Nevertheless, it can be adjusted to the teacher's variation of activities.

SCSS employs the principles of multiple intelligences, and also applies Bloom's taxonomy of cognitive learning process. There are six major categories of Bloom's original taxonomy of cognitive domain of learning objectives including knowledge, comprehension,

application, analysis, synthesis, and evaluation (Krathwohl: 2002). Those categories are structured based on the complexity and ordered from concrete to abstract.

The original number of Bloom's taxonomy is still the same, but there are some important changes about the forms. The noun forms are changed into verb forms to fit their uses in learning objectives. Anderson and Krathwohl (2001: 31) present the six categories of cognitive process dimension like in the following.

Table 2: The Six Categories of the Cognitive Process Dimension and Related Cognitive Processes

1) Remember: retrieve relevant knowledge from long-term memory. a) Recognizing b) Recalling
2) Understand: construct meaning of instructional messages, including oral, written, and graphic communication. a) Interpreting b) Exemplifying c) Classifying d) Summarizing e) Inferring f) Comparing g) g) Explaining
3) Apply: carry out or using a procedure in a given situation a) Executing b) b) Implementing
4) Analyze: break material into constituent parts and determine how parts relate to one another and to an overall structure or purpose. a) Differentiating b) Organizing c) Attributing
5) Evaluate: make judgments based on criteria and standards. a) Checking b) Critiquing
6) Create: put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure. a) Generating b) Planning c) Producing

Anderson and Krathwohl (2001) give further explanations of the elements of the revised taxonomy. The first element is **remember**. The term **remember** refers to the action

in which the learners can maintain their retention nearly the same as the material which is taught. This process involves the activities of recognizing and recalling information. Recognizing is the process of locating knowledge in the learners' long-term memory which is relevant to the material. This process involves matching information which exists in the learners' previous knowledge to the present material they get. Meanwhile, recalling occurs when the learners can retrieve the relevant knowledge from their long-term memory. In this process, the learners need a prompt in form of questions. They look for the information in long-term memory and bring it to working memory to be processed.

The second cognitive process is **understand**. The term **understand** refers to the action in which the learners are able to construct meaning from instructional messages in the form of oral, written, or graphic communications from the lessons, books, or computer monitors. This process includes some activities like interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining. Interpreting happens when the learners are able to convert information in one representational form to another. For example, the learners can convert words to words (paraphrasing), pictures to words (or vice versa), numbers to words (or vice versa), and musical notes to tones. Exemplifying occurs when the learners can give a specific example of a general concept. The next activity is classifying. This occurs when the learners can recognize that some particular things belong to a certain category. Exemplifying begins with a general concept and the learners need to find the specific things, whereas classifying begins with the specific things and the learners need to find the general concepts. Another activity is summarizing. It involves the process of constructing a representation of the information through generalizing and abstracting. The next term is inferring. It relates to the finding of a pattern from some examples or instances. Next, the activity is comparing. This process includes identifying the differences or similarities between two or more objects. The other activity is explaining. It occurs when the

learners can construct a cause and effect relationship of a system and make a link to tell how it gives effects and make a change to another.

The third element of the cognitive process is **apply**. It refers to the action in which the learners can use the procedures they have understood to perform something or solve problems. It consists of two processes including executing and implementing. Executing occurs when the learners use a procedure to do a familiar exercise or task, while implementing occurs when the learners use a procedure to do an unfamiliar task.

The next category of cognitive domain process is **analyze**. It involves the process of breaking material into its details and identifying the connection between one part and another. This category includes some processes like differentiating, organizing, and attributing. Differentiating refers to the activity of distinguishing the parts of a complete structure in terms of their relevance or importance. Organizing includes the process of identifying the elements of communication or situation and arranging them into a coherent structure. Meanwhile, attributing refers to the learners' ability to ascertain the point of view, values, or intention underlying communication.

Next, the fifth category is **evaluate**. The term **evaluate** means making judgments based on the criteria and standards, e.g. quality, effectiveness, and efficiency. This category involves some processes like checking and critiquing. Checking can be defined as testing the internal inconsistencies in a product or an operation, while critiquing is judging an operation or a product based on the external criteria and standards.

The last category is **create**. This includes the process of putting elements together to make a coherent whole or a new product. This category consists of some activities such as generating, planning, and producing. Generating occurs when the learners can represent the problem and build hypotheses according to certain criteria. Planning is the process of making a solution method which can solve the problem. Producing occurs when the learners operate

the plan to solve the problem which meets particular specifications. In this activity, the learner is given a specific goal and they must create the product which suits to the goal.

SCSS includes some activities like sequencing, classifying, matching, mapping or positioning information. It helps the learners to develop their comprehension from the cognitive domain aspects in learning.

2) Steps of Silent Card Shuffle Strategy

According to Frangenheim (2005), SCSS consists of five steps. The explanation about the steps is presented below.

a) Silent card classification

In this step, the students are divided into some groups consisting of three or four students. However, the number of students in each group is adjusted with the number of students in the class. Here, the students are given a task and they need to classify the cards. In this step, the students are not allowed to talk to each other.

b) Justify and refine

After the students have finished classifying the words according to the teacher's signal, they are allowed to discuss it with their group. They can talk and make changes to their work.

c) Circulate and observe

One student will stay in the group and become the representative. The others should leave and go to other groups. The other students may ask questions or give opinions to the group representative, but no changes may occur.

d) Return and refine

The students return to their group. Based on their observation, they decide whether there will be changes or not.

e) Teacher debriefing

The teacher shows the correct classification of the words. Then the students do a self-correction to their answers and discuss it together. The teacher later debriefs. There are various ways of debriefing which can be selected by the teachers. The first way is by displaying the answers (the card order) directly in the board or slide presentation. The second way is by using questions and answer type direction. Many teachers choose the second way because they can use that situation to praise the students in justifying their answers or constructed meaning. The next activities can be conducted by doing silent card shuffle again or the teacher can design a different activity to reinforce what the students have learned before.

Frangenheim (2005) notes that the third step (Circulate and Observe) and the fourth step (Return and Refine) can be optional. If the teachers have limited time, they can go straight to the teacher debriefing after step 2 (Justify and Refine).

3) Example of Cards Used in Silent Card Shuffle Strategy

The design of cards can be adjusted with the learning materials. First, the teachers should decide the learning objectives of their lesson. For example, the teacher wants to teach about Language Building. In this activity, the cards represent nouns, verbs, adjectives, adverbs, articles, prepositions, and pronouns. One example of cards used in silent card strategy is presented below.







NOUNS	ADJECTIVES	VERBS	ADVERBS	ARTICLES	PREPOSITIONS	PRONOUNS
						
flagpole	green	sang	quickly	the	up	who
businessman	jovial	climbed	carefully	a	for	he
umbrella	tropical	maneuvered	ridiculously	an	in	it
key	big	jumped	often	the	of	they

Figure 2: Example of Cards in Silent Card Shuffle Strategy (SCSS)

Nevertheless, for Indonesian classroom contexts, especially for junior high schools, the format above seems too grammatical-restricted. It will be difficult enough for the students to understand some English grammatical terms. The important point is not the study of the English grammar or what a sentence consists of, but it is rather on how they understand the meanings of the words and the content of a particular sentence or text. After deciding what the cards contain, then the teacher makes the master copy of the cards, copies the cards, cuts up the cards, and puts them in envelopes for each group. Each group get the same envelopes contained the same cards with the other groups.

To make the learning activities easier, SCSS can be combined with the steps of jigsaw reading. Oxford (1990) gives more explanation about jigsaw reading. Following the steps of this technique, the students have to put together two or more pieces of a written text which have been separated. The students need to guess by using text structure and content clues. The activity can be in the form of matching pictures with the stories which have been split and putting them all into the correct order. After arranging the cards, the students compare the results with other groups.

4) Advantages of Using Silent Card Shuffle Strategy

SCSS has some benefits related to the teaching of reading. It builds the students' cognitive skills and provides opportunities for students to work on groups. This is in line with the principles of cooperative learning. Cooperative learning is a more generic in activities, but its principles are included in SCSS.

Furthermore, this strategy also has some other advantages. It gives the time for students to think for themselves as the group arranges the cards silently. This will enhance the use of the students' cognitive skills. Next, it provides the opportunity for the students to make changes and justify their changes. This will build the students' ability of judging and decision-making. This strategy also allows the time for the students to circulate, observe, and

discuss the decisions of other groups. Through this stage, the students' kinesthetic skills are built.

The teachers can create more interesting learning activities by using group work activities which are included in SCSS. If the activities designed by the teacher are well-planned, there will be a lot of positive effects obtained from the use of group work in the classroom activities.

3. Teaching Reading in Junior High School

Teaching English as a foreign language in junior high school is aimed at providing the students to achieve communicative competence and be able to use the language for meaningful communication in oral and written form. Richard (2006: 3) explains that communicative competence covers the following language knowledge; knowing how to use language for a range of different purposes and functions, knowing how to vary the use of language according to the setting and participants, knowing how to produce and understand different types of texts (e.g, descriptive, narratives, reports, interview, conversation), knowing how to maintain communication despite having limitation in one's language knowledge.

Therefore, based on the theories above, to reach a good quality of the teaching and learning process, the teacher should encourage the students to be actively participate in the teaching and learning process. Students must participate in the teaching and learning process by asking questions, answering questions, and giving opinion. It can also be said that participate means that students engage in the classroom activities. It is true that the students must be done more than just listening and note taking: they must read, write, discuss, or be engaged in solving problem.

a. Teaching Reading

Teaching cannot be separated from learning; likewise language teaching cannot be separated from language learning. Stern (1983: 21) states that language teaching is the activities which are intended to bring about language learning. In the classroom teaching process, the teachers guide and facilitate the learning, enable the learners to learn, and set the conditions for learning. The understanding of how the learners learn will influence the teacher in determining the teaching style, approach, methods, or techniques to be applied in the classroom teaching. Besides, the teacher needs to understand and has adequate information about what the learners are and the characteristics of the learners.

Brown (2007) defines teaching as “showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand”. Therefore, teaching reading can be defined as the activity in helping and guiding the students to read and providing the instructions and knowledge that are useful for their reading process. In teaching reading, the teachers not only help the students to understand the reading materials, but they should create a good atmosphere of learning and design reading activities which can develop the students’ reading skills as well.

b. Principles of Teaching Reading

Nation (2009: 6-8) proposes some principles for teaching reading, namely meaning-focused input, meaning-focused output, language-focused learning, and fluency development.

1) Meaning-focused input

It means that the reading activities should cover a range of reading purposes, such as reading for searching information, reading for learning, reading for fun, reading for integrating information, and reading for writing. Besides, the students should read in

accordance with their language proficiency level. Furthermore, by doing more reading practices, they can develop their language proficiency.

2) Meaning-focused output

This principle means that reading should be linked to other language skills. Reading activities should be integrated with listening, writing, and speaking, since the main goal of language teaching is to build the students' four language skills.

3) Language-focused learning

It means that reading activities should help the students to develop their skills for effective reading. The reading course should be based on micro-skills of reading and the language features, such as phonemic awareness activities, phonics, spelling practices, vocabulary learning using word cards, and grammar. Besides, the reading activities should develop some reading strategies, namely previewing, setting a purpose, predicting, posing questions, connecting to background knowledge, understanding text structure, and guessing words from context. In addition, the students should be able to differentiate some text genres, such as reports, stories, and recounts.

4) Fluency development

It means that the reading course should develop the students' fluency in reading. The students need reading materials which are familiar for them and contain no unknown language features. Furthermore, the students should enjoy the reading activities and feel motivated to read. To build their fluency, they also need to have a lot of reading practices.

In addition, Harmer (2001: 70) proposes some principles related to the teaching of reading. Those principles are:

- 1) Principle 1: Reading is not a passive skill.

To be successful in reading, the students need to work actively, like understanding what the words mean, working with the grammar and structure, seeing the pictures if provided, and understanding the arguments.

- 2) Principle 2: Students need to be engaged with what they are reading.

This will give benefits if the students pay a lot of interests on what they are reading.

- 3) Principle 3: Students should be encouraged to respond to the content of a reading text, not just to a language.

The students should be given chances to give comments about the topic. The focus of the reading activity is not only the language, but the content as well.

- 4) Principle 4: Predicting is a major factor in reading.

Hints are needed before the students read. The hints can be from the book covers, the photographs, the headlines or from the teacher.

- 5) Principle 5: The teacher should match the task to the topic.

The teacher should design a challenging and interesting task to the students so that they will not get bored with the activity.

- 6) Principle 6: Good teachers exploit reading texts to the full.

The follow-up to the tasks is a discussion about the text. The discussion can be about the favorite characters in the text or the most interesting things in the text.

The principles above should be considered by the teacher when teaching reading to junior high school students. Those principles should be a consideration in designing the materials, media, and activities in the classroom.

c. Characteristics of Junior High School Students

Before teaching the high school students, the teachers need to understand about the characteristics of the students. The eighth grade students of junior high schools are teenagers whose ages are between 13-15 years old. Brown (2001: 92) said that the teens are an age of transition, confusion, self-consciousness, growing, and changing bodies and minds. They are in the position between childhood and adulthood so that the teacher needs to consider this factor when teaching them.

According to Harmer (2002: 39), teenagers, if they are engaged, have a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them. Adolescents are in the phase when they are still looking for an individual identity, so it is necessary for the teachers to think about their inner potentials, to give them more guidance, and to be motivated in learning process.

Some teenage students particularly may be disruptive in the class. This can be caused by the needs of self-esteem and peer approval that may provoke them for being disruptive. Additionally it can also be caused by the boredom affected by many problems outside the class. Nevertheless this is determined by the position of the teachers. The students will be happy if the teachers manage to control them and help them solving their problems with a supportive and constructive ways rather than shouting or scolding them.

d. Teaching Reading to Junior High School Students

In Indonesia, English is taught as a compulsory subject in Junior High School. Generally, the purpose of learning English for junior high school students is to develop communication skills in spoken or written forms to attain a functional literacy level. To reach this purpose, the language teaching focuses on the teaching of four skills i.e. listening, speaking, reading, and writing. Reading is a basic skill that needs to be acquired by students in daily their life or academic circumstances. In teaching reading to junior high school, the teacher should reflect on the standard of competence and basic competence of junior high schools grade VII of reading skill like presented below.

Table 3: Standard of Competence and Basic Competence of Reading Skills for Junior High School Students Grade VII Semester 2

Standar Kompetensi	Kompetensi Dasar
<p>KI 1 : Responding and applying the religious teaching according to own beliefs.</p> <p>KI 2 : Appreciating the traits of (honesty, discipline, responsibility, politeness, curiosity, self confidence, tolerance, internal motivation, healthy living and environment care) in effective interaction with the social and natural environment in students' social relationship and their existence.</p> <p>KI 3 : Understanding (factual, conceptual, and procedural) knowledge in science, technology, arts, culture and humanism with religious, nationality, statehood and civilization, insights in relation to factual phenomena and events</p> <p>KI 4 : Attempting, processing, and presenting various concrete domains (utilizing, analyzing, synthesizing, modifying, and creating) and abstract domains (writing, reading, calculating, drawing, and composing) related to</p>	<p>3.10 Comprehending the social function, structure text, and language feature on describing people, animal and things in composing spoken and written texts very shortly and simply based on appropriate context.</p>

school subjects and similar outside sources in theoretical point of view.	
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e. Characteristics of Effect Teaching of Reading

Junior high school students are categorized as intermediate grade students who are in the crucial instructional period of education stages. Therefore, the teaching and learning activities of reading should be adjusted to their characteristics and also their language proficiency level. The teaching activities should be systematic and well-planned in order to create a progress on the students' reading competence. Heilman et al. (1986: 6) propose some major features of effective reading instructions for the teachers to be taken into account. Those features are presented in the following.

- 1) Ongoing diagnosis to determine pupil's progress in relation to the learning tasks.
- 2) Varied teacher direction and structure to stimulate pupil interaction and discussion.
- 3) Larger groups to allow for and guide pupil's exploration and discussion of valued topics.
- 4) Many opportunities for application of reading abilities in a wide range of materials for a variety of purposes.
- 5) Engagement of pupils in learning that enhances active involvement in and reinforces the development of independent reading.

In addition, according to the study conducted by Langer et al. (2000), there are six features of effective instructions for teaching reading as described below.

- 1) Students learn skills and knowledge in multiple lesson types.

This feature can be summed up by differentiating between the effective and ineffective teaching instructions to provide multiple lesson types.

Table 4: The activities that work and do not work to provide multiple lesson types

Some activities that work	What do not work
a. Offering separated and simulated	a. Reliance upon any one approach to

<p>activities to individuals, groups, or the entire class as needed</p> <p>b. Providing overt, targeted instruction and review as models for peer and self-evaluation</p> <p>c. Teaching skills, mechanics, or vocabulary that can be used during integrated activities such as literature discussion</p> <p>d. Using all three kinds of instruction to scaffold ways to think and discuss e.g. summarizing, justifying answers, and making connections</p>	<p>the exclusion of the other two.</p> <p>b. Focus on separated and/or simulated activities with no integration with the larger goals of the curriculum</p>
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2) Teachers integrate test preparation into instruction.

There are two kinds of activities about the effective and ineffective teaching instruction related to the test preparation. Those activities are presented below.

Table 5: The activities that work and do not work to integrate test preparation into instruction

Some activities that work	What do not work
Using district and state standards and goals, teachers and administrators work together to: identify connections to the standards and goals, develop instructional strategies that enable students to build necessary skills, make connections between and among instructional strategies, tests, and current learning, develop and implement model lessons that integrate test preparation into the curriculum.	<p>1) Short-term test preparation</p> <p>2) Test preparation that focuses on how to take the test</p> <p>3) Separate rather than integrate test preparation experiences</p>

3) Teachers make connections across instruction, curriculum, and life.

The teachers should be able to make connections between the lessons and the students' lives in and out of school so the students can see how their knowledge and skills can be used productively in a range of situations.

Table 6: The activities that work and do not work to make connections across instruction, curriculum, and life

Some activities that work	What do not work
<ul style="list-style-type: none"> a. Making connections between and across the curriculum, students' lives, literature, and literacy. b. Planning lessons that connect with each other, with test demands, and with students' growing knowledge and skills. c. Developing goals and strategies that meet students' needs and are intrinsically connected to the larger curriculum d. Weaving even unexpected intrusions into integrated experiences for students e. Selecting professional development activities that are related to the school's standards and curriculum framework 	<ul style="list-style-type: none"> a. Isolated lessons b. Lessons that leave connection implicit c. Lack of follow-through on curricular goals by teachers and/or administrators d. Selection of materials not connected to curricular goals e. Professional development activities unrelated to goals or curriculum f. Separated and isolated rather than integrated use of materials

4) Students learn strategies for doing the work.

The students not only learn about the content of the materials that are taught, but they also need to know the strategies for doing the tasks.

Table 7: The activities that work and do not work to make strategies for the students to do the work

Some activities that work	What do not work
<ul style="list-style-type: none"> a. Providing rubrics that the students review, use, and even develop b. Designing models and guides that 	<ul style="list-style-type: none"> a. Focus on skills and content b. Instructions that lack procedural strategies to support and extend

lead students to understand how to approach each task c. Supplying prompts that support thinking	thinking
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5) Students are expected to be generative thinkers.

There are two kinds of activities which differentiate between the effective and ineffective instructions to make the students become generative thinkers.

Table 8: The activities that work and do not work to make students become generative thinkers

Some activities that work	What do not work
a. Exploring texts from many points of view (e.g. social and personal) b. Extending literary understanding beyond initial interpretations c. Researching and discussing issues generated by literary texts and by students concerns d. Extending research questions beyond their original focus e. Designing follow-up lessons that cause students to move beyond their initial thinking	a. Stopping once students have demonstrated understanding b. Asking questions with predetermined answers that require little or no discussion or thought c. Covering content rather than addressing the complexities of understanding

6) Classroom foster cognitive collaboration.

The classroom activities should allow the students and the teachers to play multiple roles in the interactions. There are two kinds of activities which are effective and ineffective to make cognitive collaboration.

Table 9: The activities that work and do not work to foster cognitive collaboration in the classroom

Some activities that work	What do not work
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<p>a. Students work in small and large groups to share their ideas and response to literary texts or questions, to question and challenge each other's ideas and responses, and to create new responses.</p> <p>b. Teachers provide support during discussions and group work by moving from group to group, modeling questions and comments that will cause deeper discussion and analysis, and encouraging questions and challenges that cause students to think more deeply.</p>	<p>a. Students work alone without time to discuss, questions, or share ideas, or students work together but not engaged in discussions or assignments.</p> <p>b. Teachers assign tasks that encourage independent work rather than group interaction, and questions that have predetermined answers.</p>
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4. A Descriptive Text

Description is about sensory experience—how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. Descriptive text is the text that is always in around us when we want to describe something or someone. Descriptive text is a text which say what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. The Generic Structure of Descriptive Text:

- a) Identification to identifying the phenomenon to be described.
- b) Description to describing the phenomenon in parts, qualities, or/and characteristics.

B. Relevant Studies

The main strategy that was implemented in this research was SCSS. The specific characteristic of this learning strategy is that it emphasizes the use of cards in a group activity. There were many studies which used cards as the learning media in the teaching and learning process. Fajariyah (2012) conducted a study on the use of Time Line Cards (TLC) to improve the students' writing competence. Time Line Cards are cue cards with some pictures

of activities to engage students in the stages of writing recount. The steps are rather similar with those in the SCSS.

Firstly, the students are grouped into four or five students. Then, they were given two piles of cards. Next, they classify the verbs (cards) into regular and irregular ones. After classifying the cards, they create sentences. In the last step, they are asked to create a simple descriptive text in groups followed by individual writing. The result shows that using the TLC as the media in the writing instruction can improve the students' writing competence.

This study focuses on using cards as the learning media to improve the productive skills, whereas cards are also used to improve the teaching of receptive skills, such as reading. In addition, a study conducted by Meitaria (2011) uses flashcards as the media to improve the teaching of reading for the fourth grade students. Based on this study, flashcards are effective to be used to deliver the material. Flashcards are useful to make the students interested to the topic of learning. It also helps them understand the materials because flashcards give visualization to make them easier to memorize the vocabulary. This study promotes the use of cards as the media to vary the teaching of reading.

SCSS employs the use of group work as the main activities of the lesson. Group work has some benefits for the teaching and learning process.

C. Conceptual Framework

As discussed in the previous chapter, reading plays a significant role for junior high school students. Students need a good reading ability both in their daily life and in the academic circumstances. This ability can be built step-bystep. Students can improve their reading ability by doing more reading practices. In this case, the teaching of reading in the classroom gives a great influence to the students' development of reading skills.

Based on the interviews and the observations done to the students and the English teacher, the researcher found some problems related to the teaching of reading in grade VII J

of SMPN 15 Yogyakarta. The teaching of reading had not been effective. The students thought that the learning activities were still monotonous. The reading activities only focused on the student worksheets or Lembar Kerja Siswa (LKS). The other problems were also related to the use of media and the variation of activities.

From the facts above, it can be seen that the students need a different kind of activities for learning reading. Hence, the researcher and the English teacher decided to apply a certain strategy for teaching reading i.e. SCSS. It is one way to facilitate the students with an arranged learning activity for reading. The process of teaching and learning reading in the class takes a great deal in the development of students' reading comprehension. It becomes a variation of teaching techniques which can make the reading activities more enjoyable.

SCSS applies the use of cards as the main characteristic. Here is the brief explanation of the application of the cards in this learning strategy. Firstly, the cards are to introduce the students with some particular vocabulary related to the text that is going to be discussed. The cards become a means for previewing and predicting the text. Furthermore, they become cues to understand the text. However, the cards can also be in the form of jumbled paragraphs and the students were asked to arrange them to make a whole text. It can also be designed for different activities such as games. The teacher can adjust the activities which can promote students' engagement in the learning process.

Following the steps of SCSS, the researcher creates a step-by-step activity to teach reading. From the initial stage, the students work together classifying the cards in groups silently or without discussion. In the next step, the students are allowed to discuss their answers within their groups. After that, the researcher gives time for them to visit other groups. They may ask some questions to other group representatives but no changes may occur. Then, they return to their groups and have a further discussion based on their observation. They may change their answers. The last step is the explanation from the

researcher. At this step, the researcher provides the students with some exercises to maintain their understanding of the text.

This strategy offers students different activities of reading. Through the silent card shuffle activities, the students can get many language inputs, including grammar, structure, and vocabulary. Through the group working, it will build the students' cooperativeness and they can learn to work in groups which consist of students with multiple intelligences and different characteristics. They can be autonomous learners and problem solvers when they try to solve the tasks together in their groups.

In this case, the researcher uses SCSS to encourage the students' participation. The researcher gives more opportunities for the students to be more active in learning. The learning process becomes less teacher-centered and focuses more on developing the students' skills.

CHAPTER III

RESEARCH METHOD

This chapter discuss the research method that is used in this research. This chapter consists of the type of the research, the design of the research, the setting of the research, the members of the research, the technique of data collection, the technique of data analysis, the validity and reliability of the data, and the procedure of the research.

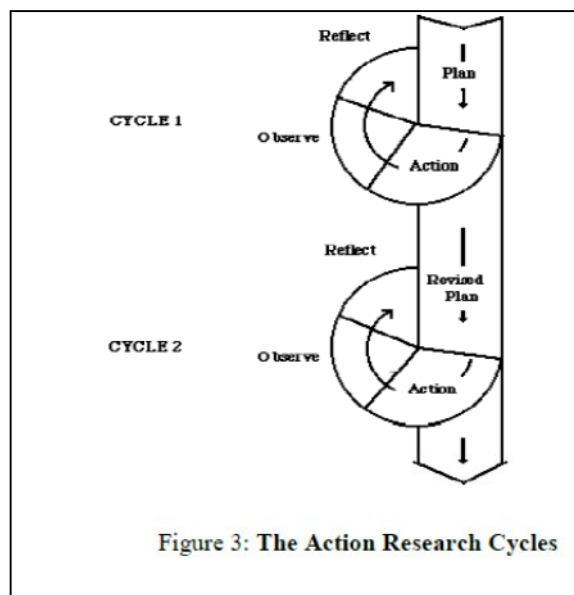
A. Type of the Research

This research can be classified as action research since it is conducted to improve the teaching of reading in the classroom. Action research is a kind of research in which the teacher can involve in, in order to improve some aspects of their teaching or to evaluate the success or appropriateness of particular techniques or procedures (Harmer: 2002). This research aims improving the quality of teaching and learning process. The research was conducted based on the preliminary observations of the teaching and learning process, and the interviews done to the English teacher and some students.

B. Design of the Research

The research on improving the teaching of reading through the Silent Card Shuffle Strategy focused on developing the materials and media on the topics that would be taught. It was conducted collaboratively with the collaborators, and the students of Class VII J of SMPN 15 Yogyakarta. The procedures of the research

consisted of formulating the problems which happened during the English teaching and learning, planning the actions, implementing the actions, observing the implementation of the actions, and making reflections from the actions. The action research was conducted following the steps proposed by Kemmis and McTaggart (1988) in Burns (1999).



The researcher created various materials with different difficulty levels for each set of cards which were used in every meeting. The materials were adjusted to the topics in the Standard of Competence and Basic Competence.

C. Setting of the Research

1. Place of the Research

The research was conducted in SMPN 15 Yogyakarta which is located in (Tegal Lempuyangan Street No.61, Bausasran Danurejo, Yogyakarta). The class that became the object of the research was class VII J. This school was selected as the research setting because the researcher was interested in solving the problems related to the teaching and learning process which were found in the school.

2. Schedule of the Research

The research was in the academic year 2014/2015. It was conducted from April 2015. In conducting the research, the researcher followed the schedule of the English subject of Class VII J of SMPN 15 Yogyakarta because the research was conducted in this class.

3. Learning Setting

The English lesson was conducted two meetings per week (every Tuesday and Wednesday). It took 2 x 40 minutes in each meeting. The teacher gave explanation and then wrote the additional explanation on the whiteboard so that the students could take notes and recall what they had learnt. The materials were acquired from some books and student worksheets or Lembar Kerja Siswa (LKS).

D. The Member of the Research

The members who took part in the research were the researcher, the English teacher, the students of Class VII J of SMPN 15 Yogyakarta, and the collaborators. The researcher chose Class VII J as the object of the research after having a discussion with the English teacher. The teacher recommended this class because he thought that it was necessary to apply a particular learning strategy for teaching reading in this class.

The students of class VII J consisted of 33 students (15 girls and 18 boys). The researcher worked collaboratively with the English teacher of class VII J to solve the problems related to the teaching of reading and the students' reading skills. They cooperated in doing the steps of action research. Those steps were identifying the problems happened during the activities in the class, collecting the data, planning the solutions, doing the actions in the class, and evaluating and making reflections of the actions.

E. Technique of Data Collection and Research Instruments

The research data were collected in the forms of qualitative data which were supported by quantitative data. The qualitative data were acquired through observations and interviews. The researcher collected the opinions and comments about the actions from the research participants. They were asked about their expectations toward the research as well. The data were to describe about the learning process using the Silent Card Shuffle Strategy and to know the changes or impacts after conducting the actions. Meanwhile, the quantitative data were obtained from the students' scores in the pre-test and the post-test. It aimed to know about the students' result after the actions had been conducted. The types of the data, the research instruments, and the data collection techniques are presented in the table below.

Table 10 : The Data Collection Techniques and Research Instruments

No.	Data	Instruments	Collection Techniques
1.	Pre-test and post-test scores	Test	Pre-test and post-test
2.	Field notes	Observation checklist	Observation
3.	Interview transcript	Interview guidelines	Interview

1. Observation

The observations were conducted to monitor the teaching and learning process in class VII J while the researcher was implementing the actions. The data were collected by observing the learning process in the class. During the observation, the collaborator was sitting at the back, observing, and taking notes about the activities. The results were reported in the form of field notes.

2. Interview

The researcher held the interviews to some students and the English teacher about the activities in the teaching and learning process before and after the implementation of the actions. The researcher developed some questions as the guideline in the interviews. The information was recorded in interview transcripts.

3. Pre-test and Post-test

The pre-test was conducted before the actions were implemented, while the post-test was done after the actions. The pre-test and the post-test were in the form of reading tests. The assessment technique was a multiple choice form. The pretest and the post-test were used to measure the students' reading skills about descriptive texts. The data of the pre-test and the post-test were collected in the form of students' scores. The mean score of the post-test would be compared with the mean score of the pre-test. This aimed to know the improvement of the students' reading skills on narrative texts.

F. Technique of Data Analysis

After conducting the research, the researcher analyzed the data from the observation checklists, field notes, interview transcripts, and the results of the pre test and the post-test. The researcher also compared the data from the observations, the interviews, and the pre-test and the post-test scores. The researcher collected the data from all of the research members. In analyzing the qualitative data, the researcher used the processes of analyzing data proposed by Burns (2010: 104-105) as presented below.

1. Assembling the data

The researcher collected the data from the observations, the interviews, the pre-test and the post-test, including the reflections that were made after conducting the actions. In this step, broad patterns and ideas were needed.

2. Coding the data

The broad descriptions that had been developed in the first step were refined into the more specific categories. Then, the researcher divided the data that could be decoded qualitatively i.e. the field notes and the interview transcripts, and quantitatively i.e. the pre-test and the post-test scores.

3. Comparing the data

After the data had been categorized, the researcher needed to compare the data from different sources of data, for example the interviews compared with the observations and the pre-test and the post-test scores. This aimed to see whether the data showed the same conclusion or the contrasts.

4. Building meanings and interpretation

The researcher needed to think deeply about the data and explored for more detailed aspects from the data. It was necessary to develop questions, making connection, and making further explanation of the data. Then, the researcher refined her own “personal theories” about the findings of the research.

5. Reporting the outcomes

The last step was reporting the main process and the outcomes of the research that were well supported by the data. Meanwhile, the quantitative data (the students’ reading

scores) were analyzed by calculating the mean scores of the pre-test and the post-test. The mean scores of each test were compared. The increase of the mean scores indicated that the students' reading skills were improved. The improvement of students' reading skills became one of the indicators for the improvement of the teaching process.

G. Validity and Reliability of the Data

The data obtained must be valid and reliable. Heaton (1988: 159) in Johnson (2008: 310-311) defines validity as "the extent to which a test measures what it is supposed to measure". So if the researcher wants to test students' reading skill, then she must conduct a reading test. To obtain the research validity, the researcher applied the criteria of validity proposed by Anderson et al. in Burns (1999: 160). The criteria were democratic validity, process validity, outcome validity, catalytic validity and dialogic validity.

1. Democratic validity

Democratic validity is related to the extent in which the research is truly conducted collaboratively and includes multiple choice. To gain the democratic validity the researcher conducted the interviews with the research members i.e. the students of VII J of SMPN 15 Yogyakarta, the English teacher, and the collaborator. This was aimed to know their comments or opinions about the research.

2. Outcome validity

Outcome validity is related to the notions of actions leading to outcomes which are successful within the context. This was obtained from the reflections in every meeting and the students' scores of reading pre-test and post-test. Besides, it concerns with the result of the research whether the researcher is satisfied with the result of the research or not, whether the purposed teaching technique improves the students reading skill or not

3. Process validity

Process validity is related to the reliability and competency of the research itself. To fulfil the process of validity, the researcher took notes every meeting. She noted every single thing happened in the teaching and learning process. The researcher also did an observation during the implementation by using observation checklists and interviews after the implementation. The actions were done by regarding the classroom learning process during the research.

4. Catalytic validity

Catalytic validity is related to the extent in which the research can make the participants understand more about the social context and make changes in the research. The researcher allowed the participants to get deeper understanding of the materials and how they can create changes about their understanding of their actions. It was done by making the reflections of students' attitudes toward the actions and also interviewing the participants. Then, the English teacher got new techniques on how to teach reading more communicatively. Moreover, the students could experience a fun English learning where they did not only listen to the teacher's explanation.

5. Dialogic validity

To gain this validity, the researcher conducted some discussions with the English teacher and the collaborator who had observed the research process. The collaborator gave comments and review on the research: how the researcher presented the materials, implemented the games and so on. In addition, the data of the research must be reliable. Reliability means the consistency of measurement (Bachman: 1996). It means that when the

researcher conducts the same actions to the same participants within two days, the results are consistent.

H. Procedure of the Research

To conduct action research, the researcher followed some steps. According to Kemmis and McTaggart (1988) in Burns (2010: 7-8), there are four broad steps in a cycle of action research:

1. Reconnaissance

In this step, the researcher collected much information from the observations and the interviews done to the teacher and the students. The researcher observed the English classroom teaching and learning process in class VII J of SMPN 15 Yogyakarta. This aimed to identify the problems which happened during the teaching and learning process.

2. Planning

After that, a plan of actions was developed to solve the problems and make some improvements of a specific area of the teaching and learning process. The actions were planned based on the problems, the Standard of Competence and Basic Competence, as well as the condition of the school.

3. Action

After designing a plan, the researcher implemented the actions. The actions were conducted in two cycles consisting of three actions in each cycle. Each cycle was done in three meetings.

4. Observation

While the action was being implemented, the researcher with the help of the collaborator observed the learning process. This aimed to find out the weakness and the positive aspects that were needed to be fixed up and developed.

5. Reflection

After doing the observation, the researcher reflected to the actions. Then, the researcher discussed the problems and the achievement during the implementation of the action with the English teacher and the collaborators. From the discussion, the researcher made an evaluation. This gave influences to the researcher in designing the actions for the next cycle or in deciding whether there would be the next cycle or not.

In addition, Mills (2003: 26) proposes a step which is called reconnaissance. This step is a preliminary information gathering in which the researcher collected adequate information about the research target. The researcher takes time to reflect with the beliefs and understandings about the nature and context of the general idea which has been developed.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter reveals the findings and discussion which refer to the efforts to improve the teaching and learning process of reading by using SCSS. These are presented in two headings: research findings and research discussion.

A. Research Findings

1. Reconnaissance

The research began with finding problems in the field. Interviews with the English teacher and students were conducted to gain information about the problems of teaching and learning reading. Besides conducting the interviews, the researcher also observed the situation of the English teaching and learning process in grade VII J of SMPN 15 Yogyakarta. This class observation was held on March 18th, 2015. At that time the reseracher also conducted interview with some students and the English teacher to gain information about the problems in teaching learning reading. The description of the English teaching and learning process situation could be seen in the vignette below.

Classroom Observation

Place : Class VII J

Date : March 18th, 2015

Before entering the classroom, R met the T in the teacher room to make sure that R would conduct class observation. Then, R with the T went to the VII J classroom.

It was 8.35 a.m. when T and R entered the classroom. Some Ss were noisy and there were some Ss outside the classroom. After T and R entering the class, those students came after.

When T wanted to start the lesson, some students were talking to their friends. Thus T needed to wait for awhile until the students were ready to start the lesson.

T greeted Ss and opened the lesson. “Good morning, everybody. Ss answered, “Good morning, sir”. T asked, “How are you today?” Ss answered, “I am fine. Thank you. And you?” T said, “I’m fine too. Thank you. Nice to meet you again.” Ss answered, “Nice to meet you too.” Then, T checked the Ss’ attendance by asking, “Who is absent today?” Ss answered, “Nihil, Sir.”

After greeting the Ss, T introduced R and said that that day R would accompany the T in the classroom.

After introducing R, then T asked the Ss if they were ready to start the lesson. Ss responded T’s answer. T gave the topic of the material that they would learnt by giving some direct questions to the students about warning / caution and instruction. After that, T asked Ss to open the student worksheets or LKS (Lembar Kerja Siswa) on page 34, then read an example of warning /caution and instruction. There were some students sighing as they felt that the texts were difficult for them.

Then, T asked Ss to read the text carefully. T went out for awhile and Ss were noisy. After T came back to the class, Ss began to do the task in LKS seriously.

After some minutes, T asked some Ss to read the text aloud. T pointed the Ss to read aloud one by one. After the texts had been read, T corrected Ss’ pronunciation.

After that, T guided the Ss to understand the text. However there were many Ss who said that they did not understand the content of the texts. In guiding Ss to understand the text, T asked the Ss to translate each sentence. However, there were many words that they were not familiar with. In finding the meaning of unfamiliar words, T asked the Ss to find them in dictionary. Unfortunately, there were many students who did not bring dictionary. Then, T helped them by translating the texts.

T gave explanation about some difficult words in the text. T explained using both English and Indonesian language. T asked Ss to guess of the synonym of a word. T wrote that word on the white board and omitted some letters of that word. Then, he asked Ss to guess what the word was. T explained the difference between antonym and synonym and gave the examples. T wrote the examples on the board

After the text had been translated, the teacher asked some questions related to the text. The students answered the questions orally.

T went around and observed Ss. T asked Ss, “Any difficult words? Any question? If there is no question, we can come to the questions below. Please answer with a complete sentence.” T mentioned the number of the question and then pointed students one-by-one to answer the questions.

At 9.15 a.m. the bell rang. T ended the lesson because Ss would have a break. R and T came out from the class.

According to the vignette above, it can be inferred that the teaching and learning process was not yet effective. The students gave inadequate responses to the teacher's explanation. The classroom activity mostly focused on books and student worksheets. There were also some problems related to the classroom management. Some students were noisy during the teaching and learning activities. The next activity carried out by the researcher was interviewing the English teacher and some students. From the interviews, the researcher gathered the teacher's viewpoints about the English teaching and learning process. It could be seen in the following interview transcripts.

- ...
- R : *Menurut Bapak bagaimana pengajaran bahasa Inggris di kelas 7 selama ini? Apakah ada kendala, masalah yang Bapak hadapi? Bagaimana dengan siswanya, apakah mereka sudah termotivasi untuk belajar Bahasa Inggris? (What do you think about the English classroom teaching?) Is there any problem? How about the students motivation for learning English lesson?)*
- T : *Hhmmm begini, menurut saya, anak-anak kurang termotivasi. Terutama untuk kelas yang berada di bawah, mulai kelas F sampai J, itu memang anak-anak yang motivasinya rendah. Tapi untuk kelas A sampai E mereka kelas yang cukup semangat. (hhhhmm, in my opinion, the students have low motivation. Especially for slow learner VII F – J class, but fast learner VII A – E are quite good.)*
- ...
- R : *Selain motivasi yang kurang, kesulitan apa lagi yang Bapak temui saat di kelas? Mungkin classroom management-nya Pak? Anak- anaknya gampang diatur nggak Pak?*
- T : *Susah, sering rame. (It's quite hard, the students are so noisy.)*
- ...
- R : *Untuk penyampaian materi, biasanya menggunakan media apa aja Pak? (To deliver the materials, what kinds of media did you usually use, sir?)*
- T : *Buku, LKS, atau power point pakai LCD. (Books, LKS, or LCD)*
- R : *Teknik-teknik yang digunakan apa Pak? Step-stepnya? Mungkin PPP, genre based approach, atau scientific approach gitu Pak?*

(What teaching technique did you usually apply, sir? The steps? Maybe PPP, genre based approach, atau scientific approach did you usually use it, sir?)

T : *Ya, pakai kurtilas itu. Sesuai dengan kurikulum yang di gunakan di SMP 15 ini.*

(Yeah, I used scientific approach. According to the curriculum that school used.)

R : *Kalau teks-teks bahasa Inggris biasanya di ambil dari mana Pak?*

(Where were the English texts taken from, sir?)

T : *Dari LKS atau buku, When English Ring Bells.*

(From LKS or books. When English Ring Bells book.)

...

R : Researcher T : Teacher

Interview 1, Appendix E

The students were also asked about their difficulties in learning English.

Those could be seen in the following interview transcripts.

...

R : *Biasanya kegiatannya apa kalau di kelas? Kegiatan membaca terutama?*

(What kinds of activities were used in the classroom?)

S06 : *Iya itu tadi. Abis nerangin materi, terus ngerjain soal.*

(We were only given the explanation and exercises, again and again.)

R : *Sumbernya dari?*

(another resource?)

S06 : *Bisa dari LKS, kalau enggak buku.*

(LKS or books)

...

R : *Apa yang kamu lakukan ketika mengalami kesulitan untuk memahami teks-teks berbahasa Inggris?*

(If you had difficulties in learning English, what would you do?)

S06 : *Diem aja, hehe.*

(Keep silent, hehe.)

R : *Pernah gak saat kamu sulit memahami teks bahasa Inggris, terus kamu buka kamus.*

(Would you look for in the dictionary if you had difficulties in learning English?)

S06 : *Jarang sih.*

(Sometimes)

...

R : Researcher S06 : Student

Interview 2, Appendix E

...

R : Menurut kamu bagaimana pengajaran bahasa Inggris selama ini?

(What do you think about the English classroom teaching?)

S01 : Males mbak, soalnya soalnya temen-temen itu pada sering rame. Jadi ngganggu.

(Not really like, because my friends were so noisy. It was so annoying.)

R : Hmm gitu, kalau menurut kamu kesulitan apa yang sering kamu temui pas belajar Bahasa Inggris?

(Do you find any difficulties while doing English lesson?)

S01 : Nggak bisa nerjemahin mbak.

(I do not know the meaning of the English text.)

R : Kalau pengucapannya gimana?

(How about the pronunciation?)

S01 : Ya bingung juga hehe

(I am not sure, hehe.)

R : Kalau kegiatan-kegiatan yang dilakukan di kelas biasanya apa aja?

(What are the activities in the classroom?)

S01 : Monotone mbak, materi dulu terus baru ngerjain soal-soal.

(It was monotonous, listening to the teacher and doing exercises.)

R : Materinya dari mana dek?

(Where were the English texts taken from?)

S01 : Buku

(Book)

R : Kalau kamu mengalami kesulitan dalam bahasa Inggris biasanya apa yang kamu lakukan?

(If you had difficulties in learning English, what would you do?)

S01 : Tanya teman.

(Asking My friends)

...

R : Researcher S01 : Student

Interview 3, Appendix E

The students did not enjoy the learning process because the activities were so predictable by them. Then, the classroom atmosphere was not conducive, because some of them were so annoying. It showed in the following interview transcript below.

...

R : Menurut kamu bagaimana pengajaran bahasa Inggris selama ini?

(What do you think about the English classroom teaching?)

S12 : Enggak terlalu asyik mbak,hehe.

(Not really enjoy, hehe)

R : *Kenapa emangnya?*

(Why?)

S12 : *Ngantuk mbak, kalau cuma duduk sambil ngerjain soal.*

(It was sleepy, because we were only sitting and doing exercises.)

R : *Terus pinginnya yang gimana?*

(So, What do you want?)

S12 : *Ya pinginnya ada variasinya, ada ngerjain soalnya, ada becandanya gitu mbak.*

(I want to have a variation activitiy, not only do the exercises)

...

R : Researcher S12 : Student

Interview 4, Appendix E

..

R : *Risa, Miss Anis mau tanya pendapat kamu, bagaimana pengajaran bahasa Inggris selama ini?*

(Risa, Miss Anis wants to ask your opinion, what do you think about the English classroom teaching?)

S31 : *Biasa aja sih,spaneng gt Miss.*

(Nothing special, It was horror.)

R : *Spaneng gimana maksudnya?*

(Horor? What do you mean by that?)

S31 : *Ya, kadang temen-temen pada rame, terus di marahin sama Pak Muji.*

(Sometimes, my friends were so noisy, then Mr Muji mad at them)

R : *Oh, selain itu gimana kegiatan belajarnya?*

(What about the activities?)

S31 : *Ngerjain soal terus, pelajaran terus latihan soal lagi.*

(Do the exercises again and again)

...

R : *Terus, kalau kamu mengalami kesulitan, apa yang kamu lakukan?*

(If you had difficulties in learning English, what would you do?)

S31 : *Tanya temen.*

(Asking my friends)

...

R : *Kalau ke sekolah enggak bawa kamus ya?*

(You are not bringing a dictionary in the school right?)

S31 : *Enggak, berat eg... hehe*

(Iam not, because it is so heavy.)

...

R : Researcher S31 : Student

Interview 5, Appendix E

...

R : *Dimas, mau tanya-tanya nih, menurut kamu gimana pelajaran bahasa Inggris selama ini?*
(Dimas, what do you think about the English classroom teaching?)

S15 : *Bosen mbak, kegiatannya bisa ditebak.*
(Boring Miss)

...

R : *Terus kesulitan apa yang kamu temui saat belajar bahasa Inggris?*
(Do you find any difficulties while doing English lesson?)

S15 : *Yang paling sering enggak tahu artinya itu mbak.*
(I often do not know the meaning.)

R : *Selain itu apa?*
(Anything else?)

S15 : *Apa ya? Paling bingung grammar itu.*
(I am so confusing about the grammar.)

R : *Saat kamu mengalami kesulitan apa yang kamu lakukan?*
(If you had difficulties in learning English, what would you do?)

S15 : *Tanya temen.*
(Asking my friends)

...

R : *Sering buka kamus enggak kalau bingung sama kosa katanya?*
(Do you often look up the dictionary when you are not sure about the vocabulary?)

S15 : *Jarang.*
(Seldom)

R : *Terus biasanya soal-soal latianannya darimana?*
(Where were the English texts taken from?)

S15 : *Buku paket, kalau enggak LKS.*
(Book or LKS)

R : *Kalau kamu lebih senang kerja kelompok atau sendiri?*
(Do you like work in group or individual?)

S15 : *Kelompokan.*
(In group)

...

R : Researcher S31 : Student

Interview 6, Appendix E

Besides conducting class observation and interviews with some students, the researcher also conducted pre - test to measure students' ability in comprehending English texts. In conducting a pre - test, the researcher presented

some texts followed by some multiple choice questions. The students were asked to do it individually. The pre – test score of students' reading comprehension could be seen in the appendix G.

a. Identifying the Field Problems

Considering the results of interviews, class observation, and pre - test score, the researcher made a list of problems faced by the students in comprehending English text. The researcher made a list of field problems in the following table.

Table 11: Field Problems in the English Teaching and Learning Process of the VII J Students of SMPN 15 Yogyakarta.

No.	Problem	Code
1.	When the teacher came, the students were noisy and some of them were still outside.	S
2.	Many students did not have enough background knowledge	S
3.	The English lesson lacked variation of learning activities	TT
4.	The learning activities focused on using Lembar Kerja Siswa (LKS).	TT
5.	The learning materials were mostly taken from LKS or books.	Mt
6.	The students lacked vocabulary.	S
7.	The students had difficulties about English grammar and structure.	S
8.	The students got difficulties in pronouncing the words	S
9.	The teaching activities lacked the use of media,	Mt
10.	Pre reading activities were ignored.	TT
11.	Students lacked reading practices.	S
12.	Sometimes, the classroom learning activities were not well- planned by the teacher.	T
13.	The students never brought dictionaries.	S

14.	The students were reluctant to look up the meanings of the words in the dictionary.	S
15.	The activities were often done individually, rarely in groups.	TT
16.	The students were afraid of asking questions to the teacher. They preferred to ask their friends about their problems.	S
17.	The learning activities still lacked interesting activities, such as games.	TT
18.	The learning activities were still monotonous.	TT
19.	The classroom management was not yet effective.	T
20.	The students had low motivation of reading.	S
21.	The materials in the LKS were not explained in order.	Mt
22.	The students did not actively participate in the reading activities.	S

S: Students TT: Teaching Techniques T: Teacher Md: Media
Mt: Materials

From the table above, it could be identified that the problems of the teaching and learning process of reading came from the students, the teacher, the teaching techniques, the materials, and the use of media. The students' problems were related to their difficulties of reading, their motivation of reading, and their attitudes toward reading activities in the classroom. The problems of the teaching techniques were related to the learning activities which seemed monotonous. The learning activities lacked group activities and other interesting activities, such as games. Next, the problem was related to the materials and media. The materials were mostly based on Student Worksheets and books. If the materials were mostly taken from the LKS which focused on grammatical and textual aspects, it would reduce the teacher's creativity in developing the learning materials and media. The materials in the LKS only developed the students' cognitive domain, whereas

the students' affective and psychomotor domains needed to be enhanced as well. It was necessary to use different kinds of learning materials and media to facilitate learning.

b. Determining the Research Problems

As there were many problems occurring during the process of teaching and learning, it was necessary to determine the urgent and feasible problems which needed to be solved. Then, the researcher and the teacher had a discussion to weigh the problems based on the urgency and feasibility.

Based on the urgency level, the problems were classified into three categories, i.e. very urgent, urgent, and less urgent problems. The very urgent and feasible problems which were taken are presented below.

Table 12: The Field Problems related to the Teaching of Reading at the Seventh Grade Students of SMPN 15 Yogyakarta which were Urgent and Feasible to be solved

Categorization	Problems	Indicators	Sources
The teaching technique	The learning activities were still monotonous.	a. There was no variation of classroom activities. b. The activities were only teacher's explanation, tasks, and tests. The same cycles were done repetitively.	Interview
	The teaching activities focused on using Lembar Kerja Siswa (LKS).	The teacher asked the students to open their LKS and read a particular text. Then, they were asked to do the tasks in the LKS.	Observation Interview
	The activities were often done individually, rarely	The students were often asked to do the tasks individually. There were	Observation Interview

	in groups	no group discussion activities.	
The teaching technique	The learning activities still lacked interesting activities, such as games.	a. The learning activities were textbook-based. b. Games were rarely used in the classroom activities	Observation Interview
The teaching technique	The teaching and learning process lacked the use of media.	The activities only focused on books or LKS, thus other learning media were rarely used in the classroom.	Observation Interview
The students' difficulties	The students lacked vocabulary.	Students got difficulties related to the meaning and pronunciation of words.	Observation Interview
	The students did not actively participate in the reading activities	a. There were only few students who gave responses to the teacher's questions. b. When the teacher asked the students to voluntarily answer questions, he needed to call on particular students.	Observation Interview

After the field problems were found, the researcher and the teacher analyzed them. They discussed the problems that were related to the teaching and learning process. The problems were related to the teaching effectiveness and students' difficulties in learning English. Therefore, the researcher and the teacher decided to overcome those problems and focus on improving the teaching of reading.

c. Determining Actions to Solve the Problems

After identifying the field problems that were urgent and feasible to be overcome, the researcher and the teacher formulated some action plans to solve the problems. There were some actions which were planned based on the discussion.

- 1) SCSS as the strategy for teaching reading in the classroom.
- 2) Using many varieties of cards containing jumbled words, word definitions, pictures, or paragraphs to build the students' vocabulary inputs.
- 3) Using pictures to give clearer explanation about the texts.
- 4) Using games to gain the students' interests and motivation during the teaching and learning process.
- 5) Giving reading exercises to check the students' comprehension of the materials (descriptive texts).

d. The Relationship between the Field Problems and the Actions

In reference to the field problems which were categorized based on the urgency and feasibility, the relationship between the field problems and the actions were drawn to describe the ways in which the problems could be solved.

The following table shows the relationship between the field problems and the actions.

Table 13 : The relationship between the Field Problems and The Actions

No	Problems	Actions
1.	The learning activities were still monotonous.	SCSS as the strategy for teaching reading in the classroom.
2.	The learning activities were often done individually, rarely in groups.	
3.	The teaching activities focused on using Student Worksheets.	
4.	The learning activities still lacked interesting activities, such as games.	Using games to gain the students' interests and motivation during the teaching and learning process.
5.	The teaching and learning process lacked the use of media.	Using cards to provide vocabulary inputs and pictures as clues for the students.
6.	The students lacked vocabulary.	a. Using cards to provide vocabulary inputs and pictures as clues for the students. b. Giving reading exercises to check the students' comprehension of the materials (descriptive texts).
7.	The students did not actively participate in the reading activities.	

B. The Implementation of the Actions

The implementation of SCSS was designed by the teacher and the researcher. In the teaching and learning process, the researcher acted as the teacher and the English teacher as the observer. This formation hopefully could maximize both the researcher and the teacher's performance as the design of the research was mostly created by the researcher.

This research consists of two cycles. Each cycle follows some steps namely planning, action and observation, and reflection. The report of each cycle is discussed in the following.

a. The Report of Cycle 1

The teaching and learning process of Cycle 1 was conducted in three meetings. In each meeting SCSS was implemented in the activities. This strategy allowed the students to work in groups with the given instruction from the researcher. By following the steps in this strategy, the students experienced different types of activities during the teaching and learning process. The application of SCSS was accompanied by other activities such as games as the variation of the activities.

Cycle 1 was done following the steps of action research like discussed as follows.

1) Planning

After the researcher and the teacher (as one of the collaborators) had formulated the field problems, a course grid which could be seen in Appendix A was made to be used in Cycle 1. Firstly, the researcher and the teacher discussed the standard of competence and basic competences for the second semester of grade VII. They chose the standard of competence for reading and basic competence of 3.10 Based on the basic competence, the indicators and the learning purposes were formulated.

Then, the researcher and the teacher discussed the materials that would be taught. They decided to teach descriptive texts including the characteristics of descriptive texts. The researcher would use different types of descriptive texts,

such as person, animal, and thing. After that, the researcher and the teacher discussed the activities used in the teaching and learning process. SCSS would be implemented in the activities in each meeting. The researcher made a variation in the cards. The cards would be designed with different types of classification for each meeting. The cards would be designed with different levels of difficulties, from the simple to the more complicated ones.

Actually for the first meeting, the researcher would apply the strategy, but the teacher were meeting up with parents' of XI class. Therefore, the teaching and learning process only had 60 minutes, and the researcher could not apply it. For the second meeting, the cards would only contain words with the definitions. Then, for the third meeting, the cards would contain words, definitions, and pictures.

Then, the researcher made the lesson plans as the guidance for conducting the actions. The researcher and the teacher decided to use the steps of SCSS which consisted of Silent Card Classification, Justify and Refine, Circulate and Observe, Return and Refine, and Teacher Debriefing. The arrangement of the activities would be adjusted with the time allotment. As suggested by Frangenheim (2005), step 3 (Circulate and Observe) and step 4 (Return and Refine) could be omitted depending on the time limitation. The researcher would use a game as a variation in using this strategy.

The researcher and the collaborator also planned to give exercises about a descriptive text to the students. The researcher planned to give some questions

and pictures as clues. As the media of presentation, the researcher and the teacher planned to use pictures to present the story to the students.

Table 14: The Solvable Field Problems and the Solutions

No.	Problems	Solutions
1.	The learning activities were still monotonous	a. Using SCSS as the strategy for teaching reading. b. Using various activities, including group work and individual work.
2.	The teaching activities focused on using Student Worksheets.	a. Using cards as the variation of learning activities. b. Using other resources of texts.
3.	The activities were often done individually, rarely in groups.	a. Arranging the cards by conducting group work. b. Conducting a group discussion of the texts.
4.	The learning activities still lacked of interesting activities, such as games.	Using games as a variety in teaching and learning process.
5.	The students lacked vocabulary.	a. Using cards to provide vocabulary inputs and pictures as clues for the students. b. Giving reading exercises to check the students' comprehension of the materials (descriptive texts).
6.	The teaching and learning process lacked the use of media.	a. Using many varieties of cards which contained jumbled words, word definitions, pictures, or paragraphs to build the students' vocabulary inputs. b. Using pictures to give clearer explanation about the texts.
7.	The students did not actively participate in the reading activities.	Giving reading exercises to check the students' comprehension of the materials (descriptive texts).

The actions that would be implemented in each meeting of Cycle 1 were formulated like in the following.

1) Meeting I

In the first meeting, the researcher and the teacher planned to give an example of descriptive texts i.e. my house and explain the characteristics of descriptive texts. The following actions would be implemented in the meeting.

- a) Using pictures as the media for presentation.
- b) Giving reading comprehension worksheets containing a descriptive text and the questions related to the text (Short Answer).
- c) Introducing SCSS as the learning steps of the lesson.

2) Meeting II

In the second meeting, the researcher and the teacher planned to give more example of a descriptive text i.e Risa's House and applied the steps of SCSS. The following actions would be implemented in the meeting.

- a) Using SCSS as the learning steps of the lesson.
- b) Using pictures as the media for presentation.
- c) Using cards containing words and definitions as the learning media for the students.
- d) Giving reading comprehension worksheets containing a narrative text and the questions related to the text (Matching True – False).

3) Meeting III

In the third meeting, a different kind of descriptive texts would be taught. The researcher and the teacher planned to teach Sinta's bedroom. These actions were planned to be implemented in the meeting.

- a) Using SCSS as the learning steps of the lesson.
- b) Using cards containing words, definitions, and pictures.
- c) Using pictures as the media for presentation.
- d) Giving reading comprehension worksheets containing a narrative text and the questions related to the text (Multiple Choices).

2) Action and Observation

In implementing the action, the researcher worked collaboratively with the English teacher. The English teacher sat at the back seat and observed how the researcher taught the students. The teacher filled in the observation checklist and took notes about what happened during the implementation of the actions.

Cycle 1 was conducted in three meetings. The implementation of the actions was presented as follows.

1) Meeting I

The first meeting was held on Wednesday, April 15, 2015. In the first meeting, the researcher taught about the general characteristics of a descriptive text and gave the example of a descriptive text using the story of "Daniel Jacob

Radcliffe”. There was a limited time, so the researcher only introduced SCSS to the students. The researcher explained the steps of SCSS by giving a presentation and explained each of the steps briefly.



Figure 4: Researcher introduced the steps of Silent Card Shuffle Strategy

In the first step of SCSS i.e. Silent Card Classification, the students arranged the cards without talking to their friends. Then, in the next step (Justify and Refine), the students were allowed to discuss their card order with their groups. Next, in the third step (Circulate and Observe), the students visited other groups and saw the others' card orders. They might ask questions about the card order, but they were not allowed to make any changes. After visiting other groups, they came back to their own group and discussed the card order (Return and Refine). Then, they stuck the cards on some sheets of thick paper which were provided by the researcher. The last step of SCSS was Teacher Debriefing. After the students finished sticking the cards on the paper, the researcher together with the students discussed the answers. The researcher gave the explanation about the correct order of the cards.

After the introducing the steps of SCSS was finished, the researcher distributed the worksheets to the students. The worksheets contained the tasks about answering short question of “Daniel Jacob Radcliffe” and the questions related to the text. The researcher asked the students who wanted to voluntarily answered. Because there were no students who wanted to try, the researcher called on some students to answer the questions.

2) Meeting II

The second meeting was held on Wednesday, April 22th, 2015. The researcher acted as the teacher and the teacher sat in the back and observed the teaching and learning process. In the second meeting, the researcher started the lesson of the day by greeting and checking the students’ attendance. Then, the researcher reviewed the material of the previous meeting. The researcher asked preliminary questions to the students about my house. It was the descriptive text that was taught this day. The researcher informed the students that they would apply the SCSS. The researcher reminded the steps of Silent Card Shuffle and explained each of the steps briefly. After that, the researcher divided the students into some groups and began the SCSS’s steps.

Working in their groups, the students were given a set of cards and they were asked to match the words with the correct definitions. The words used in the cards had been taken from the story of “Risa’s house”, hence from the cards the students got vocabulary inputs before reading the text. The following figure showed the students’ activity in arranging the cards.



Figure 5: The students were arranging the cards containing words and definitions

The classroom atmosphere was conducive enough. When participating in the activities, the students worked in their group in arranging the cards. Then, the students' competed to be the fastest team who stuck their work on the whiteboard. By sticking the works on the board, all of the students could see each group's work. It also made the researcher easier in checking the students' works and gave scores objectively. It could be seen in the figure below.



Figure 6: The students' works were stuck on the whiteboard

The students were enthusiastic in joining the SCSS competition. They arranged the cards seriously. This activity could build the students' cooperation in group-work.

After the students doing all the steps of Silent Card Shuffle, the researcher distributed the worksheets to the students. The worksheets contained the tasks about answering short question of "Risa's house" and the questions related to the text. The researcher and the students discussed the answers together. The researcher asked the students who wanted to voluntarily answered.

3) Meeting III

The third meeting was held on Thursday, April 23th, 2015. The researcher opened the class by saying a short pray. As usual, the researcher started the lesson of the day by greeting and checking the students' attendance. Then, the researcher recalled them memory by asking the material of the previous meeting. The researcher informed the students that they would use the Silent Card Shuffle again. The researcher reminded the steps to the students briefly. The steps were the same as in the previous meeting, but the difference was the cards. The cards consisted of three parts (words, definitions, and pictures) which were taken from the story of Sinta's bedroom.



Figure 7: The students were matching the cards containing words, definitions, and pictures

Then, the researcher asked the students to make some groups consisting of four up to five students. The researcher distributed a set of cards for each group and asked them to arrange the cards following the steps of SCSS. After they finished arranging the cards and sticking the cards on thick paper, the researcher discussed the correct order of the cards with the students.

Next, the researcher distributed the worksheets containing the whole story of Sinta's bedroom and the tasks. The first task was true/false type questions based on the story of Rapunzel. After the students finished completing the task, the researcher and the students discussed the answers together. The researcher gave opportunities for the students to voluntarily answer.

3) Reflection

Based on the observation of Cycle 1, the researcher could make some reflection. In the first meeting, the teaching and learning of reading ran well. The activities used SCSS as the steps of teaching and learning. It was the students' first time hearing this type of the learning strategy, thus in the beginning they

were curious about what this method was. Basically, SCSS led the students to work in groups in arranging the cards. The researcher explained the steps on the whiteboard so that the students would understand the steps of SCSS. In the first step (Silent Card Classification), the students worked silently in their group and arranged the cards without any discussion. The students only needed to match the words with their definitions. In this step, some students still talked to their friends. The researcher reminded them not to talk with their friends, so the students became quiet. On the second step (Justify and Refine), the students could work properly. They were allowed to discuss and talk about their card order with their group members. The next step was Circulate and Observe. Here, one student stayed in their group as the group representative. As the students were allowed to visit other groups and see the others' card order, the class atmosphere was a little bit noisy.

In the second meeting, the students were asked to match the words with definitions. Because three students were absent and sick, the total of the students on this day was 30. The students were divided into five groups consisting of five students. Among the five groups, there were still two groups which had incorrect card order. It was rather difficult for the students to deal with words only. Therefore, they needed learning aids such as pictures to help them understand the material. It was shown that activities in Silent Card Shuffle gave some positive effects for the teaching and learning process. The cards could be a memory bridge and those made the students easier to understand and memorize the vocabulary taken from the texts.

...

R : *Permisi Pak, mau tanya-tanya sedikit tentang pendapat Bapak setelah penerapan action dari Silent Card Shuffle Strategy di kelas 7J.*
(Excuse me Sir, could you please give me your opinion after applying the action of Silet Card Shuffle Strategy in VII J class?)

T : *Ya lumayan, tadi anak-anak sepertinya enjoy.*
(Yeah, I was quite good. The Students enjoyed the class.)

R : *Menurut Bapak silent card shuffle strategy bisa membantu meningkatkan pengajaran membaca di kelas?*
(Did it help us improve the teaching of reading by using group work, discussion, and cards, sir?)

T : *Ya bisa membantu, mereka jadi belajar kosakata lebih banyak dengan kegiatan yang tidak membosankan.*
(Yeah it can be, they enriched their vocabularies and the was not bored.)

...

R: Researcher T: Teacher

(Interview 7, Appendix E)

However, there were some aspects to be evaluated from the second meeting. The teacher said that the researcher gave unclear instructions to the students. The students who sat in the back could not catch the researcher's instruction so that they did not understand clearly about what they should do in the activities. Besides, the researcher had to warn the students who were noisy in the classroom.

...

T : *Ya, mungkin kalau ada beberapa siswa yang rame langsung di tegur saja. Supaya mereka tahu, kalau mereka kita perhatikan.*
(If, there were some students who were noisy in the classroom. It would be better if you warned directly.

R : *Ohya, mungkin ada yang lainnya Pak?*
(Anything else, Sir?)

T : *Give the students clear instruction, jadi sebelum kerja kelompok pastikan mereka paham apa yang akan mereka lakukan, supaya di tengah-tengah kerja kelompok tidak ada yang tanya. Mbak ini suruh gimana? Sedangkan kelompok lain sudah jalan dengan kelompoknya. Kelompok yang tidak mudeng ini kan jadi tertinggal.*

(Give the students clear instruction, As a result, the students at the back talked with their friends because they did not know what they should do. Therefore, all activities ran well.)

...

R: Researcher

T: Teacher

(Interview 7, Appendix E)

The other weakness of Cycle 1 was the management of the students. The researcher had to pay attention more to the students. The researcher lacked to engage the students, such as ask them to take notes or focus on the materials so that the students did not get the information or review about the materials by written. It could be seen from the interview transcripts below.

...

R : *Mungkin ada masukkan lagi Pak?*
(Maybe, anymore suggestion Sir?)

T : *Saat teacher debriefing, di usahakan semua siswa memperhatikan dan mencatat, supaya bisa diingat terus. Soalnya anak-anak itu kalau enggak disuruh mencatat sering lupa.*

(In the teacher debriefing, make sure every student pay attention and ask them to take a note. In order they can remember, because they were often forget about the vocabularies.)

...

R: Researcher

T: Teacher

(Interview 7, Appendix E)

Besides, the students still needed some help from the researcher to divide themselves into some groups. The students tended to be picky in choosing their teammates. For particular students, it was easy to choose their group members, but for some other students they got difficulties in making groups. Therefore, in the first meeting, the students still needed the help from the researcher in making groups. However, the class was still manageable.

From the interview transcripts below, it could be analyzed that SCSS gave a different experience for the students in learning English. SCSS became an awesome in classroom activities. The students considered SCSS as the teaching way that involved interesting and enjoyable.

<p>...</p> <p>R : Angga, gimana pendapat kamu tentang pelajaran bahasa Inggris kemarin yang pakai kartu? (Angga, what is your opinion about the implementation of Silent Card Shuffle?)</p> <p>S06 : Beda kayak pelajaran bahasa Inggris biasanya, menarik gitu Mbak. (Different from English lesson before, it was interesting Miss.)</p> <p>R : Bedanya gimana? (What is the different?)</p> <p>S06 : Ya beda, biasanya ga pernah kelompokkan, biasanya enggak pernah pakai kartu. (We are never working in group or using card as a media.)</p> <p>...</p> <p>R: Researcher S06: Students</p> <p style="text-align: right;">(Interview 9, Appendix E)</p>	<p>...</p> <p>R : Menurut kamu bagaimana pengajaran kemarin? Bagaimana penerapan Silent Card Shuffle Strategy kemarin? (what is your opinion about the implementation of Silent Card Shuffle?)</p> <p>S12 : Seru sih. (Enjoy.)</p> <p>R : Serunya gimana? (How come?)</p> <p>S12 : Ya pas kita dapet amplop, penasaran gitu. (When I got the envelope. I was so curious.)</p> <p>R : Pas belajar kosa katanya enak pakai kartu atau liat dari papan tulis? (When you learnt the vocabulary, do you prefer to use card or only look at the white board?)</p> <p>S12 : Kartu donk, enggak boring mbak. (Of course card, it was not boring.)</p> <p>...</p> <p>R: Researcher S12: Students</p> <p style="text-align: right;">(Interview 11, Appendix E)</p>
--	--

Besides, the SCSS can be an interesting activity for the students. The lesson became less tense and more relaxing. The students could learn while they were arranging the cards. This activity helped them to learn about vocabulary. Moreover, by using the cards which contained pictures, the students found it more interesting and easier to learn. This was shown by the following interview transcripts.

...
 R : *Kalau dari cards-nya, lebih asyik kalau pakai gambar atau cuma kata-kata aja?*
 (Which one is the more interesting, the cards contained pictures or only words?)
 S11 : *Asyik pakai gambar.*
(It was more interesting if the cards containing pictures.)
 R : *Menurut kamu dengan adanya gambar, apakah lebih membantu untuk memahami kosa kata?*
 (did the pictures (cards) help you to understand the meanings?)
 S11 : *Ya lebih menarik aja kalau ada gambarnya.*
(Yes, it will be more interesting.)
 R : *Bervariasi juga kan kalau pakai gambar?*
 (Is it more various right?)
 S11 : *Heem, jadi enggak cuma tulisan aja, apalagi jam terakhir kan kadang ngantuk.*
 (Yeah, so did not look at the words only, moreover in the last meeting we were sleepy.)

...

R: Researcher

S11: Students

(Interview 14, Appendix E)

From the second meeting, there were some aspects of the teaching and the media which became a consideration for the researcher to be improved in the next meeting. In the third meeting of Cycle 1, the students were taught about things around us. It was about the story of Sinta's bedroom. In this occasion, the students were asked to match the cards which contained words, definitions, and pictures. Based on the interview, the second meeting was more interesting. The cards were more varied. The pictures helped the students to learn. As the vocabulary was

introduced in the pre-teaching step, the students got easier in comprehending the text.

R : *Uwi, gimana penerapan action ketiga dikelas tadi?*

(Uwi, how about my third impementation in this class?)

C : *Ya, bagus progressnya.*

(Yeah, there was progressed.)

R : *Ada peningkatan di bandingkan pertemuan sebelumnya ya Wi?*

(Is there any improvement if we compare with the previous meeting?)

C : *Iya, anak-anak mulai aktif melakukan setiap step dari Silent Card Shuffle.*

Anak-anak mulai tertarik, jadi mereka tidak rame tanpa arah tetapi rame berdiskusi dengan kelompoknya dan konsentrasi pada materi tersebut. Jadi kelihatannya memang menarik aktivitasnya.

(Yeah, the students tried to be active so every step od Silent Card Shuffle. The students were more interested, so that they were not only talking aloud without any benefits but also there did a good discussion in their group. Then, they focused on the materials well. Therefore, the activities were interesting for the students.)

R : *... Apakah dengan adanya variasi tersebut bisa membantu siswa-siswa.*

(Compared with the previous meeting, I added picture (cards) in this meeting. Could the students understand better by using pictures?)

C : *Ya, itu kan yang di harapkan anak-anak, kegiatan yang bervariasi di setiap pertemuan. Kemarin cuma kata dan definisi, sekarang kata, definisi dan gambar.*

(Ya, this is students' expectation, the activities are various in every meeting. Last meeting provided only definition and word, another day picture, definition and word, and soon. Always be different.)

...

R : *Thanks. Selanjutnya menurut kamu, apakah ada progress yang ditunjukkan dengan di terapkannya Silent Card Shuffle Strategy dikelas 7J ini?*

(What do you think about the students' reading skill after the Silent Card Shuffle Strategy had been applied to the teaching of reading in the classroom? Is there any improvement?)

C : *Ada progressnya, walaupun dari sedikit tetapi progress itu tetap ada.*

(Ya, they did, even a little bit.)

...

R : Researcher C: Collaborator

**(Interview 13,
Appendix E)**

The teaching and learning process of the second meeting was improved, but the time management was still needed to be improved. The researcher ran out of time for the post-teaching stage.

Since the steps of learning activities in the SCSS used in the second meeting were the same as in the previous meeting, the students were accustomed with the steps. It could be seen from the data below.

R : *Gimana tentang time managementnya?*
(What about the time management?)

C : *Hmm.. di bagian post-teaching summarizing materialsnya kurang lama, mungkin sekitar 5 menit.*
(in the post-teaching of summarizing was only a few minutes. You should give more time.)

R : *Hehehe, iya harus lebih pintar manage waktu ya. Kalau instruksi yang saya berikan apakah sudah jelas?*
(I have to be smart to manage my time. Then what about my instruction. Is it clear enough for the students?)

C : *Ya, saya lihat tadi sudah jelas. Anak-anak langsung menjalankan sesuai dengan yang diharapkan.*
(Ya, it was better than before. The students reached the information and did the steps directly.)

...

R : Researcher C: Collaborator

(Interview 13, Appendix E)

The students felt that it was more interesting by including pictures in the cards. They could understand better and memorize well if there were pictures provided as clues. Those pictures gave real images about the words. The pictures helped them to guess the meanings of the words. Therefore, this aspect should be maintained for the next meetings. In reference to this, the following interviews showed that the students could comprehend better by using pictures in the cards.

R : *Kalau cardnya gimana menurut kamu?*

(What do you thing about the cards?)

S12 : *Lucu ada gambar-gambarnya, jadi lebih fresh, hehehe.*

(The pictures are so cute. It looks so good.)

...

R: Researcher

S12: Students

(Interview 15, Appendix E)

...

R : *Kalau dari cards-nya, lebih asyik kalau pakai gambar atau cuma kata-kata aja?*

(Which one is the more interesting, the cards contained pictures or only words?)

S11 : *Asyik pakai gambar.*

(It was more interesting if the cards containing pictures.)

R : *Menurut kamu dengan adanya gambar, apakah lebih membantu untuk memahami kosa kata?*

(did the pictures (cards) help you to understand the meanings?)

S11 : *Ya lebih menarik aja kalau ada gambarnya.*

(Yes, it will be more interesting.)

R : *Bervariasi juga kan kalau pakai gambar?*

(Is it more various right?)

S11 : *Heem, jadi enggak cuma tulisan aja, apalagi jam terakhir kan kadang ngantuk.*

(Yeah, so did not look at the words only, moreover in the last meeting we were sleepy.)

...

R: Researcher

S11: Students

(Interview 14, Appendix E)

The pictures could be used by the students as the aids of defining the vocabulary in the cards. However, there were some aspects of the pictures which needed to be improved. The pictures should be more attractive so that they could increase the students' interest toward the learning media and the learning activities as well.

..

R : *... Ada saran atau masukan untuk pertemuan selanjutnya Bayu?*

(Is there any suggesstion for the next meeting Bayu?)

S11 : *Apa ya, kalau besok masi pakai kartu-kartu lagi jadi bosan, hehehe. Pakai permainan aja jadi enak, belajar sambil bermain hehee.*

(If tomorrow we still used the card again and again. I think it will be boring. Playing the game was better, so learning by playing.)

...

R: Researcher

S11: Students

(Interview 14, Appendix E)

The learning activities also needed to be varied. If the Silent Card Shuffle Strategy was applied in every meeting, the researcher should differentiate or vary the activities so that the students would not get bored. As the researcher had planned, a game would also be used as the accompanying action which could make a variety of the learning activities. The game that was proposed by the student became one suggestion for the researcher. This could be applied as a variation of the learning activities.

4) Summary of Cycle 1

In reference to the improvement of the teaching of reading, there were some major features of effective reading instructions to be used in this research. Those features became the elements to be considered by the researcher to determine the improvements of the teaching process in Cycle 1.

- a) Ongoing diagnosis to determine pupil's progress in relation to the learning tasks.

During the teaching and learning process, the teacher monitored the students' progress by paying attention to the whole class and walking around to observe the students' activities during the group activities. Besides, the researcher also helped the students who got difficulties when doing the tasks.

- b) Varied teacher direction and structure to stimulate pupil interaction and discussion.

In Cycle 1, the researcher explained the materials using SCSS followed by other activities such as showing pictures and giving reading exercises for the

students. By conducting various activities, the students could get better understanding of the materials. The students could understand clearly by using various kinds of media and conducting various activities.

- c) Larger groups to allow for and guide pupil's exploration and discussion of valued topics.

Besides conducting group activities of card arranging, the researcher also provided the students with a group discussion and a whole class discussion. These activities could encourage the students to explore their ideas and share them with others.

- d) Many opportunities for application of reading abilities in a wide range of materials for a variety of purposes.

In relation to the teaching process in Cycle 1, various kinds of reading exercises were given to the students so that they could practice their reading skills. The reading tasks included the activities of matching words with the definitions, matching stories with the pictures, answering questions based on the text, identifying true/false statements, and filling the blanks with the correct answers.

- e) Engagement of pupils in learning that enhances active involvement in and reinforces the development of independent reading.

When the SCSS activities were conducted, the students actively participated. The students worked in small groups consisting of four up to five

students so that all of them were engaged in doing the activities. After that, they did an individual reading practice i.e. reading a descriptive text and doing the tasks related to the text. From the reading activities which were conducted in groups and independently, the students were involved in the learning activities. However, in the whole class discussion about the text or questions, there were only few students who voluntarily participated.

Based on the discussion above, it could be concluded that the implementation of the actions gave influences to the teaching and learning process. There were some aspects which were improved, but there were still some particular aspects which needed to be improved. The following table shows the conclusion of the actions that were done in Cycle 1 and some recommendations for Cycle 2.

Table 15: The Conclusion of the Actions that were done in Cycle 1 and the Recommendation for Cycle 2

Actions in Cycle 1	Reflection	Recommendation for Cycle 2
Using SCSS as the strategy for teaching reading in the classroom.	a. The students experienced a new way of learning activities so that they enjoyed the lesson more by using SCSS. b. In Silent Classification step, the students still talked with their friends.	a. The activities in the SCSS should be varied. b. The classroom management should be improved when doing the activities of SCSS
Giving reading exercises to check the students' comprehension of the materials.	The students could practice and develop their reading skill by doing the reading tasks.	The reading worksheets should contain different tasks on every meeting.

Using various activities, including group work and individual work	The activities could develop the students' team-work and individual work.	The time management of the group work and individual work activity should be improved.
Using pictures to give clearer explanation about the texts.	The pictures could help the students to understand the story plot. The pictures which were used to present the story plot were not large enough for the big class.	The text would be simpler to be understood so that the students did not need the help of pictures.

b. The Report of Cycle 2

This cycle also consisted of three meetings. The implementation of the actions in Cycle 2 is presented below.

From the reflection of Cycle 1, it can be inferred that there were some improvements on the teaching technique. Nevertheless, there were still some weaknesses from the implementation of the actions in Cycle 1. Therefore, it was necessary to conduct the next cycle. The actions which were implemented in Cycle 1 were sustained to be used in Cycle 2 with some variation and modification. Those aimed at solving the field problems which existed after the first cycle.

Table 16: The Solvable Field Problems and the Solutions taken from the Implementation of Cycle 1

No.	Problems	Solutions
1.	The teaching activities lacked the post-teaching stage.	The time management still needed to be improved.
2.	The students' participation in the reading activities was still	The reading tasks should provide more opportunities for

	unsatisfactory.	the students to be active.
--	-----------------	----------------------------

The research process of Cycle 2 followed the steps of action research, the same as those in Cycle 1. The steps were planning, action and observation, and reflection.

1) Planning

After defining the field problems which emerged after conducting Cycle 1, the researcher and the teacher had a discussion about the materials that would be taught in Cycle 2.

In this cycle, the similar standard of competence and basic competence were used in designing the course grid. The indicators and the learning goals of the lesson were formulated from those basic competences. Then, the researcher and the teacher decided the materials that would be used. The researcher made lesson plans to guide the teaching and learning process. The main strategy i.e. SCSS was still used.

To improve the students' participation, the researcher would use a game in Cycle 2. The researcher would play of games but it still involved SCSS activity in it. The researcher considered about the idea of the game proposed by one of the students and it would be applied in the activities. Then, the cards would be varied and the instruction of the activities would be adjusted to it.

In the planning stage of Cycle 2, the researcher and the teacher decided the actions that would be implemented in Cycle 2. The actions were formulated below.

2) Meeting I

In the first meeting of Cycle 2, the researcher and the teacher planned to teach descriptive text about an animal. The actions that would be implemented were presented as follows.

- a. Using SCSS as the learning steps of the lesson.
- b. Using a game in the teaching and learning process.
- c. Using cards containing pictures and jumbled paragraphs.
- d. Using pictures as the media for presentation.
- e. Giving reading comprehension worksheets containing a descriptive text and the questions related to the text (Arrange Jumbled Paragraph).

3) Meeting II

In the second meeting, the researcher and the teacher planned to teach a different kind of descriptive texts. The actions that would be implemented in the second meeting were presented in the following.

- a. Using SCSS as the learning steps of the lesson.
- b. Using a game in the teaching and learning process.

- c. Using cards containing characters' description and pictures as clues, the students would be asked to differentiate them according to each character's description.
- d. Giving reading comprehension worksheets containing a descriptive text and the questions related to the text (Short answer and multiple choices).
- e. Conducting a whole class discussion about the text and the tasks.

3) Meeting III

In the third meeting, the researcher and the teacher planned to give a different kind of descriptive texts. The actions that would be implemented were presented below.

- a. Using SCSS as the learning steps of the lesson.
- b. Using a game in the teaching and learning process.
- c. Using cards containing vocabularies and pictures as clues.
- d. Conducting a whole class discussion about the text and the tasks.

2) Action and Observation

Cycle 2 was also held in three meetings. The first meeting was conducted on April 29th, 2015, the second meeting was on April 30th, 2015, and the third meeting was on May 13th, 2015. The researcher taught the materials during the implementation of the actions and the teacher became the observer. The researcher taught about different kinds of descriptive texts in each meeting. The

teacher observed the teaching and learning process and filled in the observation sheet. The implementation of the actions was described as follows.

1) Meeting I

The first meeting of Cycle 2 was conducted on Wednesday, April 29th, 2015. It began at 8.35 a.m. and finished at 9.55 a.m. In this meeting, the researcher taught about the description of animal. The text which was mainly used in this meeting was “My Cat”. First, the researcher began the lesson by greeting the students, asking the students’ condition, and checking the student’s attendance.

At this occasion, the researcher conducted a silent card shuffle game. The name of the game was Syno Game. Syno game was a game about synonym word. The detailed explanation about the activity was described in the following.

...

Syno game was a game about synonym word. Actually this game was made by R to make a various activity in the class room. Syno game was played by guessing the letter of the words. The group had a turn to guess the letter one by one.

The game was a group competition among 4 rows. Each row consisted of 8-10 Ss. Each group chose one of their members to sit in the front chair on each row as the leader of the group. He/she had to answer the question. R gave 5 seconds for each group to decide their answer. R gave 10 points for the group who can answer the word correctly, and -10 points who answer incorrectly.

R informed Ss that the winner of the competition will get a reward. Than Ss was so happy to hear that. Ss did a great job for that competition. There was one group as the winner, and R gave them some rewards.

After that, Ss tried to write the sentence by using the synonym word. It was made to make Ss thought creatively. The task was about simple present tense. R went around to help the Ss to make a good sentence. Ss did the task seriously, but there were some students who were a little bit noisy during the activity. Some

other Ss asked R about the task. Although simple present tense had been taught by their T, there were some Ss who got difficulties in doing the task.

R gave some examples about the use of simple present tense in a sentence. After they finished doing the task, R discussed the answers together with Ss. All of them got good marks in this task because many of them worked together with their classmates.

...

R: Researcher

T: Teacher

(Field Notes 7, Appendix D)

After that, the researcher informed them that the next activity was Silent Card Shuffle. The researcher reminded students about the steps of Silent Card Shuffle. Then, as usual, the researcher asked students to make some groups consisted of 4-5 students. Then, the researcher an envelope containing some cards about the jumbled pargraph and the pictures of text “My Cat”.

The students must rearrange the cards and pictures to make a good story. The winner of this competition was the fastest group to stick their works on the whiteboard and had the most correct arrangement of the cards. After that, the researcher gave a set of cards to each group. The cards contained jumbled paragraphs of “My Cat” story. The students rearranged the cards and pictures to be a complete story of “My Cat”. The figure below showed the student activity in arranging the cards in the third meeting of Cycle 1.

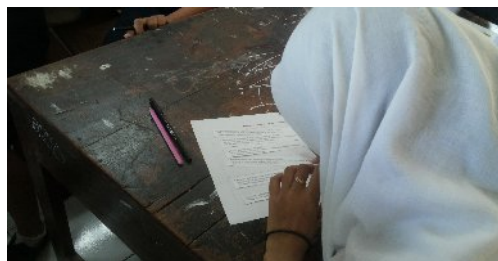


Figure 8: The students were arranging the cards containing pictures and jumbled paragraphs

The researcher walked around the classroom to observe the students' progress while working in groups. It could be seen from the figure below.



Figure 9: The researcher was observing the students during the group competition

Then, the researcher gave some sheets of thick paper and blu-tack for each group to stick their paper on the whiteboard. After all of the groups finished sticking their works on the whiteboard, the researcher checked their works one-by-one. After examining the students' works, the researcher announced the winner of the game. The rewards were given to the winning group.

2) Meeting II

The second meeting of Cycle 2 was held on Thursday, April 30th, 2015. It started from 11.45 a.m. to 1.05 a.m. The researcher opened the lesson by greeting the students and checking the students' attendance. After that, she reviewed the materials in the last meeting. The students were given the opportunity to answer the questions related to the text "My Cat".

After the discussion of last materials had finished, the researcher told the students that they would learn the characters of Doraemon. Next, the researcher

told the students that there would be a silent card shuffle game. The game was Who Am I game. The detailed explanation about the activity was described in the following.

....
Then, R reviewed the materials in the previous meeting. "What have we learnt in the last meeting?" Ss answered, "Synonym, My Cat's text". R said, "Yes, good. Do you still the synonym of beautiful? Ss replied "pretty, good looking". Then, R asked the synonym of bother to the Ss. Ss were silent. R wrote the clues of the answer by writing the letter in the white board.

R said, " who wants to answer the question? Raise your hand please?". Trahara raised his hand and said annoy Miss. R answer "Good Job, Trahara". R asked them to give applause to him.

After the discussion finished, R informed Ss that there would be a game again this day. At that time, Ss were noisy and many of them were talking loudly. The name of the game was Who am I. This game would discuss about the characteristics of Doraemon cartoon. Every group had to act out the actor by turn.

Then, R told more details about the rule of the game. The Ss divided into 7 groups. Every group consisted of 4 - 5 Ss. Each group chose one of their member as a leader to act out in front of the class. Another member had to match the picture and the description according to the performance of their friends.

Before starting the game, R distributed an envelope (pictures and the characteristics of Doraemon) for each group. R reminded the Ss about the steps of Silent Card Shuffle, but there were only two steps used, namely Silent Classification and Justify and Refine. R gave modal scores for each group 100 points.

If there was a group whose students were found cheating or talking during Silent Classification step, their score would be reduced. After Ss were ready in their positions, R gave a command to start the game.

After all the cards (which contained pictures) were all arranged, the leader may join their friends to classify the cards. Then, R gave blu-tack for each group to stick the cards. R gave a command to continue to the second step i.e. Justify and Refine. Ss might discuss with their friends about the card order.

R went around and checked the card one by one. The result showed the most correct answers was the winner of the game. Then, R gave the rewards to this group. The class paused for a moment. R, T, and Ss must listen to the announcement. The announcement said that there will be no scout.

R: Researcher

T: Teacher

Field Notes 8, Appendix D



Figure 10: The student acted out the characters of Doraemon

3) Meeting III

The third meeting was conducted on Tuesday, May 13th, 2015. This meeting was the part of “My Mom” story. In the first and second meeting, a game were conducted. Therefore, the researcher wanted to have a different activity. The detailed explanation about the activity was described in the following.

...

R informed that that day the Ss still applied the technique of Silent Card Shuffle, but R had a different activity. Last week the Ss played Syno game, Who am I game, this day the Ss would do finding word game. The Ss had to find some words in the worksheet according to the text “ My mother” that would be distributed by R. The member of this game was same with in the previous meeting. It was about 4 – 5 Ss for each group.

The group who was fastest finding the word, they stucked their paper in the whiteboard and took the envelope (pictures and clues / words). After getting the envelope, the group had to arrange the card correctly. R reminded to the Ss, during they arranged the card they must apply the rule of Silent Card Shuffle. There were only three Silent Card Classification, Justify and Rifine and Teacher Debriefing.

R gave a command to start the first step (Silent Classification). The Ss classified the cards silently. Then, Ss moved to the next step (Justify and Refine). Many of the groups had already finished arranging their cards. Then, R gave blutack for each group to stick the cards. R asked to the Ss, “have you finished?. Ss

replied “not yet, belum Miss”. R gave more time to the Ss.

After all group finished sticking the card, R discussed the answers with the Ss. Then R let Ss ask her if they had any difficult words from the text. Many Ss asked about the meaning of some words, such as church, people, take care. R helped Ss deal with the difficult words. For other difficult words, R opened the opportunities for the whole Ss in the class to answer. Many of Ss knew the meanings of those words. Many Ss actively answered.

The time was almost up. Then, R and Ss finished discussing the text. R asked Ss to submit their works.

Before R ended the lesson, R informed Ss that there would be a post-test on Thursday, May, 14th 2015. R advised them to study and to be ready with the test. R asked them to prepare the test so that they would get a better score than the pre- test. R ended the lesson by summarizing all the materials such as definition of descriptive text, social function, generic structure. R recalled them memory by asking some vocabularies. R asked one the leader of the class to lead the prayer. After saying a prayer, R greeted Ss and said goodbye.

R: Researcher

T: Teacher

(Field Notes 10, Appendix D)



Figure 11: The students were doing the finding game

3) Reflection

In Cycle 2, SCSS was also implemented in the classroom activities. The researcher applied a different step order of SCSS when the game was used in the learning activities. Because the activity was a competition, the researcher omitted the third step (Circulate and Observe) and the fourth step (Return and Refine), just

the same as the SCSS competition in the third meeting of Cycle 1. There was an improvement related to the students' behaviors in the activities. The students' results of card arrangement were also improved.

In relation to the activities in the first meeting of Cycle 2, the students found it easier than the activities in the third meeting of Cycle 1. In reference to this, the following interview transcripts showed the students' comments about the first meeting of Cycle 2.

R : *Hai Angga, menurutmu bagaimana pelajaran hari ini? Tentang competition? Tentang Syno Game?*

(Hi Angga, what is your opinion about our lesson today? About our competition? About the Syno Game?)

S06 : *Seru. Susah banget kompetisinya.*

(It was great, but the competition was quite difficult.)

...

R : *Bagian mananya yang susah?*

(Which one is the most difficult?)

S06 : *Menebak sinonimnya itu Mbak, soalnya belum pernah diajari juga.*

(Guessing the synonym Miss, because we have not gotten yet.)

R : *Menurut kamu game ini bisa membantu kamu untuk lebih bisa memahami teks, memperkaya perbendahaharaan kosa kata enggak?*

(Did it can help you to improve the understanding of reading comprehension, to enrich your vocabulary? Is not it?)

S06 : *Bisa, bisa banget.*

(It is so helpful.)

R : *Menurut kamu kartu jumble paragraf dan gambarnya dari Silent Card Shuffle gimana? Apakah bisa meningkatkan kemampuan membaca?*

(What do you think of the jumbled card and the pictures? Did it can improve your reading's ability?)

S06 : *Hmmm.. bisa soalnya kita jadi tertarik untuk baca dan menjodohkan dengan*

gambarnya.

(Hmmm, it can because we are interested to read and match the pictures.)

...

S: Student

R: Researcher

Interview 18, Appendix E

The following interview transcript below, showed that the students enjoyed doing the every activity in the classroom. They did the competition well.

R : *Vanno, gimana pendapat kamu tentang pelajaran hari ini? Tentang adanya syno game dan kalian berkompetisi?*

(Vanno, what is your opinion about our lesson today? About the Syno Game? About our competition?)

S13 : *Ya seru-seru aja, walaupun kalah jadi enggak dapet coklat.*

(Very enjoy, even we are lose.)

...

R : *Ada kesulitan enggak dalam memahami teks My Cat?*

(Do you find any difficulies when you are understanding of My Cat's text.)

S13 : *Enggak sih, soalnya di bahas bareng-bareng jadi ya enggak terlalu sulit.*

(Not so bad, because we discuss together.)

R : *Oh jadi kamu lebih suka kerja kelompok ya?*

(So do you prefer to join in a group rather than individual?)

S13 : *Lha iya, kan mikirnya jadi lebih ringan.*

(Yes, of course.)

...

R : *Enak ada gamesnya atau mending kayak pertemuan-pertemuan yang lalu?*

(Do you enjoy do this activities or previous meeting?)

S13 : *Ya enak game aja, jadi enggak ngebosenin mbak.*

(Sure game is better, it is not boring Miss.)

R : OK Vanno, thanks ya.

(Ok Vanno, thank you.)

S13 : *Ya.*

(You're welcome)

S: Student

R: Researcher

Interview 19, Appendix E

Many students enjoyed the card arranging activities done in the SCSS. However some students seemed like getting bored because they felt that the activities were only arranging cards. Therefore, it was necessary to have a variation of activities in the teaching and learning process. Then, one student suggested a game to be used in the learning activities. It could be seen from the following data.

...

R : *Apakah perlu ada games kayak gini lagi?*

(Do we need to do the game again?)

S15 : *Ya, perlu....*

(Yeah, we need.)

...

R : *Oh ya ya. Terus kalau dibandingkan dengan yang kemarin itu apakah ada peningkatan?*

(OK I see, if we compare with the previous meeting, is this get any progress?)

S15 : *Ada. Lebih enak yang sekarang.*

(I do enjoy now.)

R : *Mungkin ada saran untuk pertemuan selanjutnya?*

(Do you have suggestion for the next?)

S15 : *Ya itu, ujung-ujungnya nyusun kartu terus jadi ya bosan.*

(Maybe, if we only arrange the card again and again, it will be bored activities.)

R : *OK, thanks ya.*

(OK, Thanks ya.)

S: Student

R: Researcher

Interview 18, Appendix E

The students got some improvements related to their reading skills. The different types of activities and reading tasks could develop the students' reading skills because they needed to apply different reading strategies for each activity. Furthermore, the students could increase their vocabulary.

It was helpful for the students to study the texts by using cards and pictures. They preferred the cards which contained pictures to the cards which contained words only. They could understand better from the pictures that were included in the cards. It was shown from the interview transcripts below

...

R : *Menurut kamu game ini bisa membantu kamu untuk lebih bisa memahami teks, memperkaya perbendahaharaan kosa kata enggak?*

(Did it can help you to improve the understanding of reading comprehension, to enrich your vocabulary? Is not it?)

S06 : *Bisa, bisa banget.*

(It was so helpful.)

R : *Menurut kamu kartu jumble paragraf dan gambarnya dari Silent Card Shuffle gimana? Apakah bisa meningkatkan kemampuan membaca?*

(What do you think of the jumbled card and the pictures? Did it can improve your reading's ability?)

S06 : *Hmmm.. bisa soalnya kita jadi tertarik untuk baca dan menjodohkan dengan gambarnya.*

(Hmmm, it can because we are interested to read and match the pictures.)

R : *Emang biasanya enggak tertarik membaca ya?*

(Do you lazy to read, right?)

S06 : *Kalau cuma tulisan aja, enggak ada gambarnya ya males mbak.*

(It is so awful, if we only read the text without any picture.)

S: Student

R: Researcher

Interview 17, Appendix E

The students were engaged in the activities of arranging the cards. However the students still got difficulties to do the reading tasks. They found it difficult to deal with Simple Present Tense. The materials about Simple Present Tense had been taught by their teacher in the previous material, yet they still got confused to deal with it. Many students still asked the researcher about the task instruction, whereas it had been clearly written in the worksheets. This problem could be seen in the field notes below.

...

After that, Ss tried to write the sentence by using the synonym word. It was made to make Ss thought creatively. The task was about simple present tense. R went around to help the Ss to make a good sentence. Ss did the task seriously, but there were some students who were a little bit noisy during the activity. Some other Ss asked R about the task. Although simple past tense had been taught by their T, there were some Ss who got difficulties in doing the task.

R gave some examples about the use of simple present tense in a sentence. After they finished doing the task, R discussed the answers together with Ss. All of them got good marks in this task because many of them worked together with their classmates.

...

Field Notes 7, Appendix D

In the second meeting, the researcher used a silent card shuffle competition. This game was proposed by one of the students after having the

interview with her. From the implementation of the actions in the second meeting, there was an improvement related to the students' engagement in the teaching and learning process. In relation to this, it could be seen from the following interview transcripts.

R : *Hallo, Bayu, tanya-tanya sebentar tentang pelajaran hari ini, menurutmu gimana?*
 (Hello Bayu, I just want to ask you about our lesson today? What is your opinion?)
 S11 : *Asyik, main-main peran itu mbak.*
(Great, we do role play Miss.)
 R : *Iya, role play. Gimana menurut kamu?*
 (Yeah, role play, what do you think?)
 S11 : *Heem, jadi seru liat temen-temen pada lucu memperagakan tokoh doraemon.*
(I like it, my friends were so funny when they acted out the characters of Doraemon.)
 R : *Saat temen-temen memperagakan tokohnya kamu mudeng enggak?*
 (When your friend do the characters, can you understand the character?)
 S11 : *Ya lumayan mudeng.*
 (Little bit.)
 ...
 R : *Kalau kompetisi syno game dan role play seru mana?*
 (Do you prefer to apply syno game or role play?)
 S11 : *Enak semua, soalnya beda permainannya.*
(I choose both of them.)
 ...
 S: Student R: Researcher

Interview 21, Appendix E

...

R : *Gimana menurutmu tentang kegiatan hari ini?*
 (What do you think about our activities today?)
 S28 : *Fun.*
(It's fun)
 R : *Ceritain donk gimana fun.nya?*
 (Tell me please, how's fun?)
 S28 : *Ya itu, main peran doraemon, jadi penasaran waktu nebak tokohnya.*
(When doing the role play, I was so curious to guess the characters.)

R : *Menurut kamu enak mana main syno game atau role play?*

(Do you prefer to apply syno game or role play?)

S28 : *Dua-duanya enak.*

(Both are good.)

...

S: Student

R: Researcher

Interview 23, Appendix E

In the third meeting, the English lesson was the last meeting. In this meeting, the teaching and learning process focused on discussing the text about “My Mother”. The following interview transcripts showed the teaching and learning process of the third meeting.

R : *Menurutmu gimana pelajaran hari ini?*

(How's the lesson today?)

S28 : *Menyenangkan.*

(Enjoyable.)

R : *Kalau dibanding yang kemarin lebih susah apa lebih mudah?*

(If we compare with the previous meeting, is it more difficult or easy?)

S28 : *Lebih mudah.*

(It was so easier.)

R : *Menurut kamu finding words, bisa menambah pengetahuan kamu enggak, terutama kosa kata?*

(Do you think that finding words game can improve your knowledge or not? Especially for understanding the vocabulary?)

S28 : *Iya nambah, soalnya aku seneng nggambar jadi sambil oret-oretan sambil belajar gitu.*

(It can improve, because I like drawing, so that I do both of them in the same time.)

...

R : *Kalau teks My mother lebih gampang dari Doraemon atau lebih sulit?*

(What about the text? Is it easier text of my mother or Doraemon's text?)

S28 : *Lebih mudah di pahami dan di bayangkan.*

(My mother is more understandable. I can figure out the character.)

R : *Di bayangkan gimana maksudnya.*

(What do you mean by that?)

S28 : *Ya ciri-ciri yang ada di dalam teks, kalau kita enggak tahu artinya bisa di kira-kira sambil di bayangkan gitu mbak.*

(Yeah, the characteristics of the text, if we do not know the meaning, we can guess by our imagination.)

...

S: Student

R: Researcher

Interview 25, Appendix E

The researcher provided more opportunities for the students to be actively involved in the discussion. When they found some difficult words in the text and they asked the meanings of those words to the researcher, she gave chances back to the students who wanted to answer. Many students seemed to be more active.

Based on the interviews done to some students, there were some improvements of the teaching process. The cards which were designed in various types and contents became a variation of learning media. The students like learning using various kinds of activities and media.

The use of games in the form of a group competition of SCSS was also effective to build the students' interests the lesson. It could be seen from the following interview transcripts

R : *Oiya Rio, menurut kamu apakah pembelajaran bahasa Inggris kita selama ini yang menggunakan teknik Silent Card Shuffle bisa meningkatkan kemampuan membaca kamu?*

(Rio, what do you think about the teaching of English by using Silent Card

Shuffle? Is there any improvement?)

S28 : *Iya, soalnya selama ini kita main-main kosa kata terus jadi banyak tahu.*

(Of course, we enjoy learning the vocabularies by playing and know we know more than before.)

R : *Berarti dengan adanya Silent Card Shuffle sangat membantu proses pemahaman reading kamu ya?*

(So Silent Card Shuffle can help you to understand your reading ability right?)

S28 : *Ya, sangat membantu, belajar kosa kata jadi seneng.*

(It's very useful, I enjoy learning the vocabulary.)

R : *OK makasi Rio.*

(Thanks a lot.)

S28 : *Sip sip.*

(Anytime)

S: Student

R: Researcher

Interview 25, Appendix E

There were some improvements of applying the SCSS. Moreover in the last meeting of research, the students got the lesson easily and played the game happily. It can be seen from the interview transcripts.

R : *Adi, menurut kamu apakah pembelajaran bahasa Inggris kita selama ini yang menggunakan teknik Silent Card Shuffle bisa meningkatkan kemampuan membaca kamu?*

(Adi, what do you think about the teaching of English by using Silent Card Shuffle? Is there any improvement?)

S01 : *Iya, meningkat pastinya.*

(Sure)

R : *Berarti dengan adanya Silent Card Shuffle sangat membantu proses pemahaman reading kamu ya?*

(Is it right? If Silent Card Shuffle can help you to understand your reading ability?)

S01 : *Ya, sangat membantu, jadi semangat belajar bahasa Inggris soalnya di setiap pertemuan kegiatannya beda-beda.*

(It is very helpful, so I keep fighting when learning English because the activities are so various.)

R : *Makasih waktunya ya Adi.*

(Thank you for your time, Adi.)

S01 : *Ya mbak.*

(Yeah Miss.)

S: Student

R: Researcher

Interview 26, Appendix E

R : *Kalau kamu lebih suka pelajaran biasa itu atau pelajaran yang pakai Silent Card Shuffle?*

(Do you like learning english normally or using Silent Card Shuffle?)

S12 : *Saya senang memakai metode yang Mbak Anis ajarkan. Semoga besok kalau Mbak Anis jadi guru terapkanlah metode ini.*

(I like to use your method that Miss Anis taught. Hopefully, next time if you become a real teacher you apply that method.)

R : *Insyallah. Ada masukan untuk kegiatan kemarin?*

(Insyallah, I will do it. Any suggestions or comments?)

S12 : *Sudah Mbak. Tapi saya ada pertanyaan untuk Mbak?*

(No thanks, but I have a question for you Miss?)

R : *Apa Mega?*

(What is that Mega?)

S12 : *Menurut Mbak apakah ada perkembangan dari siswa yang Anda terapkan dengan metode Silent Card Shuffle?*

(Is there any improvement from the students when you apply the Method of Silent Card Shuffle?)

R : *Oo jelas ada. Dari segi partisipasi, terus di kerja kelompok, kalian bisa menjalin hubungan sosial dengan teman lain, membangun kerjasama. Dari segi kemampuan membaca menurutku juga ada. Otomatis vocabulary atau kosakata kan bertambah setelah pakai Silent Card Shuffle itu. Ada lagi pertanyaan yang lain?*

(Of course, start from students' participation, then a good teamwork, you can communicate with your friend, make a good relationship. After

that, the improvement of reading ability have increased, so that automatically they can learn vocabulary more. Anything else?)

S12 : *Udah Mbak.*

(Enough Miss)

R : *Oke, makasih Mega.*

(OK, Thank you Mega.)

S: Student

R: Researcher

Interview 27, Appendix E

The students thought that the most interesting activity was arranging the cards which contained pictures. Furthermore, it was also enjoyable for them to learn by using games. The learning activities were comprehensive enough for them.

4) Summary of Cycle 2

After Cycle 2 had been implemented, the researcher and the teacher analyzed the improvement about the process of teaching reading. The main features of effective reading instruction were used to determine the improvement of the teaching of reading.

- a) Ongoing diagnosis to determine pupil's progress in relation to the learning tasks

In Cycle 2, various activities were conducted in groups and individually. Those activities included arranging cards, conducting games, and doing reading tasks. During the activities, the researcher monitored the students' progress by walking around the class to provide help for the students who had difficulties and

conducted a whole class discussion to provide opportunities for the students to be more actively involved in the learning activities.

- b) Varied teacher direction and structure to stimulate pupil interaction and discussion

In the teaching and learning process of Cycle 2, the researcher used various modes of presentation such as asking questions to the students, providing semi-guided reading practices, and providing independent reading practices for the students. Meanwhile, various reading practices were given to develop the students' reading ability. Rewards were also given to the groups who became the winner of the group competition in the second meeting of Cycle 2. This could motivate the students to be more active during the activities. Besides, the teacher also gave verbal praises to the students who could do the task or answer the questions.

- c) Larger groups to allow for and guide pupil's exploration and discussion of valued topics

The game which was conducted in the second meeting of Cycle 2 was done in groups which were larger than those in the previous meetings. The groups consisted of 8-10 students. It could develop the students' cooperation and teamwork. Besides, a whole class discussion was also conducted. It gave the students the chances to explore their ideas and share their knowledge to others.

- d) Many opportunities for application of reading abilities in a wide range of materials for a variety of purposes.

In Cycle 2, the materials were explained by using SCSS followed by other activities such as conducting games and giving reading exercises for the students. Various kinds of reading exercises were given to improve the students' reading skill. In the first meeting of Cycle 2, the students were asked to arrange the jumbled paragraphs with the correct pictures based on the characteristics in the story. In the second meeting of Cycle 2, the students were asked to classify the characteristics of the characters in the story. The goal was that they could differentiate the characteristics of the characters in the story. In the third meeting of Cycle 2, the students did a silent card shuffle of matching words and pictures. By conducting the activities of arranging the cards – classifying and matching, the students could understand the materials clearly. They could get the vocabulary inputs from the cards.

- e) Engagement of pupils in learning that enhances active involvement in and reinforces the development of independent reading

It could be seen that in Cycle 2 the students were engaged more in the teaching and learning activities. The students participated actively and followed the steps in Silent Card Shuffle better than in Cycle 1. In the Silent Classification step, there were no students who talked and discussed with their friends like what could be observed in Cycle 1. In the second meeting of Cycle 2, the researcher used a game in the classroom activities. Here, the researcher applied the use of a penalty point for the groups who cheated and talked during the Silent Classification step. In addition, the students' participation increased on the

discussion in the last meeting. The students became more active to participate voluntarily in answering the questions given by the researcher.

3. The Result of the Pre-test and the Post-test

To support the results of the observation and interviews, a pre-test was done to gain the students' scores of reading comprehension. The pre-test had been designed involving some topic areas of reading comprehension namely determining the topic of the text or paragraph (topic), determining synonyms or antonyms (vocabulary), finding reference, determining detail information from the text, and making inferences. Those aspects were taken from the micro skills proposed by Brown (2001: 307).

Table 17: The Blueprint of Reading Comprehension Test

KD 3.10

Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.

No	Topic Areas	Item Numbers	Total
1.	Topic	1, 12 , 32, 35	4
2.	Vocabulary	4, 5, 6, 8, 10, 16, 22, 33, 34	9
3.	Finding Reference	3, 9, 15, 29, 30, 36	6
4.	Detail Information	7, 11, 13, 14, 17, 18, 19, 23, 24, 25, 26, 27, 28, 36, 38	15
5.	Inferences	2, 20, 21, 31, 39, 40	6
			40

The mean score of the pre-test was compared with the mean score of the post-test. This aimed to find out if there was an improvement after implementing

the actions. This quantitative data were used to support the qualitative data of the research. The students' mean scores of the pre-test and the post-test presented in the following table.

**Table 18: The Mean Scores of the Reading Comprehension
Pre-test and Post- test**

No.	Tests	The Mean Scores
1.	Pre – test	62,70
2.	Post – test	76,43

There was an improvement of the mean score of the pre-test and the post-test. The mean score increased 13.73. In percentage terms it increased 21,89 %. This improvement showed the influence of Silent Card Shuffle Strategy (SCSS) to the teaching of learning process. As the final reflection, the researcher and the English teacher discussed the result of the research. Both of them agreed that the actions which had been implemented were successful to improve the teaching of reading. In other words, the objective of the research was achieved. Therefore, after the result of the last cycle had shown a good improvement related to teaching of reading, they decided to stop the cycle.

Table 19: The Changes that Existed After the Implementation

Before the Actions were Implemented	After the Actions were Implemented	
	Cycle 1	Cycle 2
The learning activities were still monotonous. The activities were only teacher's explanation, tasks, and tests. The same activities were done repetitively.	The learning activities were more various. SCSS provided different steps of learning activities.	The researcher played a role as a facilitator.
The teaching activities focused on using Student	The teaching activities were based on the steps of	The teaching activities were based on the steps

Worksheets.	SCSS with some accompanying actions, such as using pictures and games.	of SCSS A game was also conducted as the variation of activities.
The activities were often done individually, rarely in groups.	The activities were done in groups in arranging the cards, and conducting a group discussion and a group competition. Then, the students also did an individual work in doing the reading exercises.	The same activities as in Cycle 1 were used in Cycle 2. There was also a whole class discussion.
The learning activities still lacked interesting activities, such as games.	A game of SCSS was used. The students were asked to arrange the jumbled- paragraphs to create a good story.	A different game was used in Cycle 2. The game was matching the words with the pictures. It was done in a large group consisted of nine until ten students.
The teaching and learning process lacked the use of media.	There were various media used in the teaching and learning process, such as cards and pictures.	The media used in Cycle 2 were cards
The students lacked vocabulary.	The students still had some mistakes related to vocabulary. They got difficulties in building their ideas in English.	The students' vocabulary was increased in Cycle 2.
The students did not actively participate in the reading activities.	There were few students who voluntarily answered the questions from the researcher.	There were more students who actively participated in the discussion. There were more students who voluntarily answered questions

B. Research Discussion

According to observation and interviews done at the reconnaissance stage, it could be identified that there were many problems occurring in the teaching and learning process related to the teaching of reading. The activities were monotonous. The same stages of activities were done repetitively – explanation, exercises, and tests. The classroom activities also lacked the use of media and games. The materials were mostly taken from books or Student Worksheets. The students' worksheets only focused on grammatical and textual aspects, whereas the students also needed the more complete explanation and different kinds of materials to help them understand the lesson. Besides there were some problems related to the students' reading skills.

To overcome the problems related to the teaching of reading, some actions were implemented. The main action was implementing SCSS as the main activity. SCSS was chosen because it could provide more opportunities for the students to work in groups. Furthermore, it could provide the students with vocabulary inputs for the texts. This strategy consists of five steps of learning, namely Silent Card Classification, Justify and Refine, Circulate and Observe, Return and Refine, and Teacher Debriefing. Those steps could be adjusted to the time allocation of the lesson. If there was limited time, the "Circulate and Observe" and "Return and Refine" steps could be omitted. The steps should be adjusted to the activities as well.

The implementation of SCSS was combined with other actions i.e. using various media (cards and pictures), using games, and giving reading exercises. This aimed at improving the students' reading skills. From the reading exercises, the students could practice their reading ability and they could improve their vocabulary as well.

The actions were conducted in two cycles consisted of three meetings for each cycle. Based on the reflection of Cycle 1, the problems related to the teaching of reading could be overcome. The learning activities were more enjoyable. The students were interested in doing the Silent Card Shuffle activity in the class. The cards were designed differently in every meeting. The cards were used for the activities such as matching words and definitions; matching words, definitions, and pictures; and arranging jumbled paragraphs into a good story, matching pictures and descriptions. The researcher used pictures to present the story plot. Besides, a silent card shuffle game was also used in Cycle 1. The students joined the game enthusiastically. Rewards were used to maintain the students' interest of the learning activity. After doing the Silent Card Shuffle activities, the students were given the reading exercises to develop their reading skills.

Cycle 2 was conducted to solve the problems which emerged in Cycle 1 and to improve the students' participation and vocabulary as well. The Silent Card Shuffle Strategy (SCSS) was also implemented in Cycle 2. The cards were more varied and were adjusted to the learning activities. The cards were used for the activities such as classifying the vocabularies of the story and matching words and

pictures. A game was also used in Cycle 2. It was a silent card shuffle competition, but was conducted in larger groups than in Cycle 1. The students enjoyed learning using a group competition. After that, the reading exercises were given to the students.

The reflection showed that the implementation of the SCSS and the accompanying actions were successful to improve the teaching of reading. The following discussion showed how the SCSS improved the teaching of reading.

1. The SCSS was useful to improve the teaching and learning process of reading. This learning strategy became one variation of learning activities. When the students did the SCSS activities, they enjoyed working in groups. Moreover, from those activities they gained vocabulary inputs for the whole texts. It was helpful for the students to learn using cards which contained pictures rather than words only.
2. The materials that were used in the teaching and learning activities before were mostly taken from Students' Worksheet so the learning activities mostly depended on books. By applying SCSS, the researcher could make the learning activities less monotonous.
3. The use of pictures both in the presentation stage and reading worksheets made the students understand the texts easily. It facilitated the students to understand the story of the descriptive texts.
4. From the finding, it could be inferred that the use of games made the students think faster. They became more challenged. The games could increase their

interests in learning. They were more engaged in the learning activities if the games were applied. The competition among the groups made the classroom atmosphere more enjoyable. The rewards also motivated them to have a good team-work during the game.

5. The reading exercises gave the students chances to practice their reading skills. The reading exercises were designed using different kinds of reading tasks such as answering questions related to the texts, multiple choices, and filling the blanks with suitable words. By completing the reading tasks, the students could develop their micro-skills of reading.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

This research was aimed at improving the teaching of reading by using the SCSS to the seventh grade students in SMPN 15 Yogyakarta. In this research, SCSS was implemented in two cycles. This strategy consists of five steps, namely Silent Card Classification, Justify and Refine, Circulate and Observe, Return and Refine, and Teacher Debriefing. Besides the main activities i.e. card arranging activities, the researcher also implemented some additional actions such as using pictures, applying games, and giving various reading exercises.

In relation to the discussion in the previous chapter, it can be concluded that the implementation of SCSS and the supporting actions could improve the teaching of reading. To support the result of the research, there were two kinds of data used in this research i.e. qualitative data and quantitative data. Both data were described as follows.

The qualitative data were obtained from the field notes and interview transcripts. From the qualitative data, the results show that the implementation of SCSS could make the teaching and learning process more effective. The teaching activities become more well-planned and structured. Besides, SCSS provided the opportunities for the students to work in groups. From the group work activities, the students could build their cooperation and participation in the learning of cards could facilitate the students to understand the texts. The students also got easier to

understand the texts by using the pictures which were used in the cards and in the reading exercises. They could get visual images about the story plot of the texts. The students were more engaged when they were joining the games. Silent card shuffle games were done in the form of group competition. The students could actively participate in those activities. In addition, various reading exercises were given to the students. It could give opportunities for the students to develop their reading skills.

In terms of quantitative data, the improvement of the teaching of reading could be seen from the result of the pre-test and the post-test. Based on the results of the pre-test and the post-test, the mean score of the post-test was higher than the mean score of the pre-test. The mean scores increased from 62,70 to 76,43. It increased 13.73. The improvement on the students' mean scores showed that the improvement of the teaching of reading gave impacts to the students' achievement activities. They enjoyed learning more by working in groups. Furthermore, the use

B. Implications

Based on the result of the action, the students could build their cooperation and participation in the learning process. The cards could facilitate the students to understand the texts. The students also got easier to understand the texts by using the pictures which were used in the cards and in the reading exercises. In addition, the lesson activities were not monotonous, so that the students could enjoy the lesson.

The result of the study indicated that the process of teaching and learning, especially reading, by applying SCSS could improve their reading comprehension. Silent Card Shuffle Strategy which consists of some steps were proven to be able to make the students recall their background knowledge well.

C. Suggestions

1. To English Teachers

It is essential for the teacher to improve the quality of English teaching-learning process especially in reading activities. The English teacher should be able to apply SCSS since it creates some activities. In addition, the teacher should use media to make the teaching and learning process becomes interesting.

There should be a variation of the classroom learning activities. The use of media and the selection of the materials are very important. Besides, a good preparation for the teaching activities is needed as well. The activities which are well-designed will influence the teaching and learning process. It is necessary for the English teacher in SMPN 15 Yogyakarta to improve the teaching of reading.

Therefore, it is recommended for the English teacher to apply the SCSS as the teaching technique. The result of this research shows that this learning strategy could improve the teaching of reading. However, to implement the Silent Card Shuffle Strategy the teacher needs a proper preparation. The teacher needs to design the cards and adjust them to the material. For that reason, this learning strategy can be used as a variation of learning activities.

2. To the Students

The students should be able to use some strategies in comprehending an English text. One of them is by using their prior knowledge to understand the new material. It can be done by recalling everything they have in their mind related with the new material. They can use their experience or daily life related to the topic to predict the content of the text. Besides, SCSS provided the opportunities for the students to work in groups. From the group work

activities, the students could build their cooperation and participation in the learning activities. They enjoyed learning more by working in groups.

3. To Researchers

This research only focuses on the improving the teaching of reading especially descriptive texts. Therefore, other researchers may conduct research on other text genres or other language skills.

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APPENDIX A

COURSE GRID

Course Grid of Teaching and Learning Process of Reading Skills for the Seven Grade Students of SMPN 15 Yogyakarta

Siklus	Standar Kompetensi	Kompetensi Dasar	Indikator	Materi Pembelajaran	Kegiatan Pembelajaran	Waktu	Sumber dan Media Pembelajaran
Siklus 1, Pertemuan 1	<p>KI 1 :Menghargai dan menghayati ajaran agama yang dianutnya</p> <p>KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.</p> <p>KI 3 : Memahami</p>	3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	<p>1. Siswa dapat mengidentifikasi ciri kebahasaan dari teks <i>descriptive</i>.</p> <p>2. Siswa dapat merespon makna dalam teks <i>descriptive</i>.</p> <p>3. Siswa dapat memaknai kata-kata sulit dalam teks <i>descriptive</i>.</p> <p>4. Siswa dapat mengidentifikasi informasi rinci dalam teks <i>descriptive</i>.</p>	<p>1. Fungsi sosial:Mendiskripsikan orang, binatang, atau benda untuk menumbuhkan pengetahuan, rasa memiliki ataupun menyayangi objek dalam deskriptif teks untuk menjalin hubungan interpersonal dengan guru dan teman.</p> <p>2. Struktur teks:</p> <p>a. Identification</p> <p>b. Description</p> <p>3. Unsur kebahasaan:</p> <p>a. Specific participant</p> <p>e.g. the little mouse, the donkey, the dog,</p>	<p>Mengamati</p> <p>1) Peserta didik membaca dan memperhatikan 3 handout teks deskriptif beserta ilustrasi gambar yang diberikan guru</p> <p>2) Peserta didik menuliskan hal-hal yang belum diketahui berkaitan dengan teks yang guru telah berikan</p> <p>Menanya</p> <p>1) Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan isi, fungsi sosial, dan struktur</p>	2 x 30'	<p>- Coursebook: Asep Gunawan, dkk. 2013. When English rings the Bell. Jakarta: kemendikbud RI</p> <p>- Power Point</p> <p>- Lembar Kerja Siswa</p> <p>- Gambar (things around us)</p>

<p>pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.</p> <p>KI 4 :Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama</p>				<p>and the cat.</p> <p>b. Menggunakan simple present tense</p> <p>e.g. there <u>is</u> a desk with a computer on it.</p> <p>c. Penggunaan adjective (kata sifat) untuk memperjelas kata benda (noun)</p> <p>e.g. she has blonde hair and <u>big</u> blue eyes.</p> <p>d. Menggunakan attribute verb seperti be (am, is, are)</p> <p>e.g Mr Joko <u>is</u> handsome,his hair <u>is</u> curly.</p> <p>e. Action verb (kata kerja yang menunjukkan sebuah kegiatan</p>	<p>teks, serta unsur kebahasaan dalam teks yang telah disaksikan.</p> <p>2) Dengan bimbingan guru, peserta didik merumuskan pertanyaan terkait dengan vocabulary yang biasa dipakai dalam deskriptif teks.</p> <p>3) Dengan bimbingan guru merumuskan pertanyaan tentang bagaimana cara menulis/ menyusun teks deskriptif dengan benar.</p> <p>Mencoba / Mengumpulkan Data atau Informasi</p> <p>1) Peserta didik menjawab pertanyaan tentang isi teks dari handout teks yang mereka dapat.</p> <p>2) Peserta didik menjawab pertanyaan tentang fungsi sosial teks teks yang mereka dapat.</p>		
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	dalam sudut pandang/teori.			<p>(run, sleep, walk) e.g. my pet <u>eats</u> soft food like steamed rice, fish or bread</p> <p>f. Makna kata berkaitan dengan tema berupa kata / frasa / kalimat yang berkaitan dengan deskriptif</p> <p>g. Menyampaikan teks deskriptif dengan kosa kata, tata bahasa, ucapan, tekanan kata, dan intonasi yang benar</p> <p>4. A Descriptive Text:</p> <p>Daniel Jacob Radcliffe</p> <p>Daniel Jacob Radcliffe was born in Fulham, London 23 July 1989. His nickname is Dan. He is the only child of Alan Radcliffe and Marcia Gresham.</p> <p>Dan has white skin,</p>	<p>3) peserta didik menjawab pertanyaan tentang struktur teks.</p> <p>Mengasosiasi / Menganalisis Data atau Informasi</p> <p>1) Setiap kelompok membandingkan perbedaan dan persamaan teks satu dengan lainnya, dan memahami kelebihan dan kekurangan masing-masing teks,</p> <p>2) Setiap kelompok menjawab pertanyaan yang telah dirumuskan sebelumnya</p> <p>3) Peserta didik menerima umpan balik/ penguatan mengenai (isi, fungsi, social, struktur, dan unsure kebahasaan teks).</p> <p>Mengomunikasikan</p> <p>1) Setiap kelompok mempresentasikan jawaban terhadap</p>		
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				<p>dark brown hair, blue eyes and pointed nose. His height is about 168 cm. He is a loyal, shy, down to the earth and humorous person. He is also intelligent, and somewhat mysterious. He loves football, Formula one Racing and gymnastic.</p> <p>5. Exercise</p> <p>A. In pairs, choose a, b, c, or d for the correct answer. Do it in your exercise book.</p> <p>1. There is a living room. Living room means....</p> <ol style="list-style-type: none"> bathroom waiting room bedroom sitting room <p>2. There is a dining room. Dining room means a room in which....</p> <ol style="list-style-type: none"> You keep money. You keep books. You eat meals. You keep clothes. <p>3. There is also a drawing room. A drawing room means a room in</p>	<p>pertanyaan-pertanyaan dan hasil diskusi melalui wakil kelompok.</p> <p>2) Peserta didik menerima umpan balik dan/atau penguatan (isi, fungsi sosial, struktur, dan unsur kebahasaan teks).</p>		
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				<p>which....</p> <ul style="list-style-type: none">a. People keep pictures.b. People are painting.c. People are cooking.d. People receive guest. <p>4. The house has six bedrooms. A bedroom is a room to....</p> <ul style="list-style-type: none">a. play inb. sleep inc. read ind. study in <p>5. A big house usually has a study. A study is a room in which in which a person....</p> <ul style="list-style-type: none">a. plays inb. writes a letterc. listen to the radiod. studies, reads, writes, etc <p>B. What are the names of the things in the picture? Write them down in your exercise book.</p> <p>This room is my bedroom. There are ... in it.</p> <ul style="list-style-type: none">✓ a sheet✓ a stool✓ a wardrobe		
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				✓ a blanket ✓ a pillow ✓ a mirror			
Siklus 1, Pertemuan 2	<p>KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya</p> <p>KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.</p> <p>KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya</p>	<p>3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks <i>descriptive</i> dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p>1. Siswa dapat mengidentifikasi ciri kebahasaan dari teks <i>descriptive</i>.</p> <p>2. Siswa dapat merespon makna dalam teks <i>descriptive</i>.</p> <p>3. Siswa dapat memaknai kata-kata sulit dalam teks <i>descriptive</i>.</p> <p>4. Siswa dapat mengidentifikasi informasi rinci dalam teks <i>descriptive</i>.</p>	<p>1. Fungsi sosial : Mendiskripsikan orang, binatang, atau benda untuk menumbuhkan pengetahuan, rasa memiliki ataupun menyayangi objek dalam deskriptif teks untuk menjalin hubungan interpersonal dengan guru dan teman.</p> <p>2. Struktur teks: c. Identification d. Description</p> <p>3. Unsur kebahasaan: a. Specific participant e.g. the little mouse, the donkey, the dog, and the cat. b. Menggunakan simple present tense e.g. there <u>is</u> a desk with a computer on it.</p>	<p>Mengamati</p> <p>1) Peserta didik diingatkan kembali apa yang di maksud dengan <i>descriptive text (generic structure, social function, example of descriptive text)</i>..</p> <p>2) Peserta didik dikenalkan apa yang di maksud dengan <i>silent card shuffle strategy</i>.</p> <p>3) Peserta didik memperhatikan aturan main dari <i>silent card shuffle strategy</i>.</p> <p>4) Guru menunjukkan beberapa paket kartu yang berisi 20 kata beserta definisinya. Kata-kata tersebut diambil dari teks <i>descriptive</i> “ Risa’s House “.</p> <p>5) Guru membagi siswa</p>	2 x 40’	<p>- Kartu (kata dan definisi)</p> <p>- Lembar Kerja Siswa</p> <p>- Gambar (Risa’s House)</p>

<p>tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.</p> <p>KI 4 :Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.</p>				<p>c. Penggunaan adjective (kata sifat) untuk memperjelas kata benda (noun) e.g. she has blonde hair and <u>big</u> blue eyes.</p> <p>d. Menggunakan attribute verb seperti be (am, is, are) e.g Mr Joko <u>is</u> handsome,his hair <u>is</u> curly.</p> <p>e. Action verb (kata kerja yang menunjukkan sebuah kegiatan (run, sleep,walk) e.g. my pet <u>eats</u> soft food like steamed rice, fish or bread</p> <p>f. Makna kata berkaitan dengan tema berupa kata / frasa / kalimat yang berkaitan dengan deskriptif</p>	<p>menjadi beberapa kelompok (tiap kelompok terdiri dari 4-5 anak).</p> <p>6) Guru membagikan satu paket kartu untuk masing-masing kelompok.</p> <p>7) Guru memberi instruksi pada siswa untuk memasang kata-kata tersebut dengan definisinya, namun dilarang berdiskusi atau berbicara dengan siswa lain.</p> <p>8) Peserta didik menuliskan hal-hal yang belum diketahui berkaitan dengan teks yang guru telah berikan</p> <p>Menanya</p> <p>1) Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan isi, fungsi sosial, dan struktur teks, serta unsur</p>		
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				<p>Vocabulary:</p> <ul style="list-style-type: none"> - Big (adj) : large in size or amount - Desk (n) : a type of table that you can work in the office/school desk - House (n) : home - Small (adj) : limited in size or amount - Garden (n) : a piece of land next to and belonging to a house - Homework (n) : work which teachers give their students to do at home - Kitchen (n) : a room where food is kept, prepared and cooked - Love (v) : to like something very much - Often (adv) : many times - Room (n) : a part of the 	<p>kebahasaan dalam teks Risa's House.</p> <p>2) Dengan bimbingan guru merumuskan pertanyaan tentang bagaimana cara menulis/ menyusun teks deskriptif dengan benar.</p> <p>Silent Card Classification</p> <p>Mencoba / Mengumpulkan Data atau Informasi (Justify and refine)</p> <p>1) Peserta didik mengklasifikasikan kartu-kartu tersebut kemudian guru memperbolehkan siswa untuk berbicara dan berdiskusi dalam satu kelompok.</p> <p>2) Peserta didik diperbolehkan untuk mengganti susunan kartu mereka.</p>		
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				<p>inside of a building</p> <p>g. Menyampaikan teks deskriptif dengan kosa kata, tata bahasa, ucapan, tekanan kata, dan intonasi yang benar</p> <p>4. A Descriptive Text</p> <p>(Risa's House)</p> <p>My house is on Jl Kartini. It is a big and nice.</p> <p>It has two floors. It has a living room, a small kitchen, and a bathroom on the first floor. On the second floor there are bedrooms and a bathroom. My parents bedroom is big. My mother's room is next to my room. My room is small but I like it. It has light green wall. There is a desk with a computer on it. I do my homework there. There is also a nice garden in front of my house and I often play in</p>	<p>Mengasosiasi / Menganalisis Data atau Informasi (Circulate and observe)</p> <p>1) Guru memberi instruksi pada siswa untuk berkeliling dan melihat milik kelompok lain. Satu siswa tetap tinggal dalam kelompok, sementara yang lain mengamati kelompok lain.</p> <p>2) Peserta didik diperbolehkan bertanya dan berdiskusi, tetapi tidak diperbolehkan mengganti susunan kartu mereka.</p> <p>Mengomunikasikan (Return and refine)</p> <p>1) Siswa kembali ke kelompok mereka masing-masing.</p> <p>2) Berdasarkan hasil observasi dari kelompok lain, siswa menentukan apakah akan</p>		
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				<p>the garden. We love out house.</p> <p>5. Excercise : Read the following text about Risa's house. Then, answer the questions.</p> <ol style="list-style-type: none"> 1. How many floors has Risa's house got? 2. What are the rooms on the first floor? 3. What are the rooms on the second floor? 4. Who has the big bedroom? 5. Who has the small bedroom? 6. What is the colour of Risa's bedroom wall? 7. What is in front of the house? 8. Who often plays in the garden? 	<p>merubah susunan kartu mereka atau tidak.</p> <p>(Teacher debriefing)</p> <ol style="list-style-type: none"> 3) Guru menunjukkan jawaban yang benar dari pasangan kata dan definisi tersebut dan siswa mengoreksi susunan kartu mereka. 4) Guru memberikan soal latihan tentang teks <i>Risa's House</i>. 5) Guru mendiskusikan jawaban dari soal latihan tersebut dengan siswa. 6) Guru menjelaskan isi dari teks deskriptif tersebut dan mendiskusikannya bersama siswa. <p>Mencipta</p> <ol style="list-style-type: none"> 1) Secara berkelompok peserta didik menjawab pertanyaan mengenai teks deskriptif yang telah disediakan. 2) Secara berkelompok 		
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					peserta didik membuat kalimat sesuai dengan pertanyaan yang telah disediakan. 3) Masing-masing kelompok mempresentasikan klasifikasi kartu dan jawaban mereka di depan kelas.		
Siklus 1, Pertemuan 3	<p>KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya</p> <p>KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.</p>	3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	<p>1. Siswa dapat mengidentifikasi ciri kebahasaan dari teks <i>descriptive</i>.</p> <p>2. Siswa dapat merespon makna dalam teks <i>descriptive</i>.</p> <p>3. Siswa dapat memaknai kata-kata sulit dalam teks <i>descriptive</i>.</p> <p>4. Siswa dapat mengidentifikasi informasi rinci dalam teks <i>descriptive</i>.</p>	<p>1. Fungsi sosial: Mendiskripsikan orang, binatang, atau benda untuk menumbuhkan pengetahuan, rasa memiliki ataupun menyayangi objek dalam deskriptif teks untuk menjalin hubungan interpersonal dengan guru dan teman.</p> <p>2. Struktur teks:</p> <ol style="list-style-type: none"> Identification Description <p>3. Unsur kebahasaan:</p> <ol style="list-style-type: none"> Specific participant e.g. the little mouse, the donkey, the dog, and the cat. 	<p>Mengamati</p> <p>1) Peserta didik di ingatkan kembali aturan main dari <i>silent card shuffle strategy</i>.</p> <p>2) Guru menunjukkan beberapa paket kartu yang berisi 20 kata beserta definisinya beserta gambar. Kata-kata tersebut diambil dari teks <i>descriptive</i> “<i>Sinta’s bedroom</i>”.</p> <p>3) Guru membagi siswa menjadi beberapa kelompok (tiap kelompok terdiri dari 4-5 anak).</p> <p>4) Guru membagikan</p>	2 x 40’	<ul style="list-style-type: none"> - Kartu (kata, gambar dan definisi) - Power Point - Lembar Kerja Siswa (Sinta’s bedroom)

	<p>KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.</p> <p>KI 4 :Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di</p>			<p>b. Menggunakan simple present tense e.g. there <u>is</u> a desk with a computer on it.</p> <p>c. Penggunaan adjective (kata sifat) untuk memperjelas kata benda (noun) e.g. she has blonde hair and <u>big</u> blue eyes.</p> <p>d. Menggunakan attribute verb seperti be (am, is, are) e.g Mr Joko <u>is</u> handsome,his hair <u>is</u> curly.</p> <p>e. Action verb (kata kerja yang menunjukkan sebuah kegiatan (run, sleep,walk) e.g. my pet <u>eats</u> soft food like steamed rice, fish or bread</p> <p>f. Makna kata berkaitan dengan tema berupa kata / frasa / kalimat yang berkaitan dengan deskriptif</p>	<p>satu paket kartu untuk masing-masing kelompok.</p> <p>5) Guru memberi instruksi pada siswa untuk memasang kata-kata tersebut dengan definisinya, namun dilarang berdiskusi atau berbicara dengan siswa lain.</p> <p>6) Peserta didik menuliskan hal-hal yang belum diketahui berkaitan dengan teks yang guru telah berikan</p> <p>Menanya</p> <p>1) Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan isi, fungsi sosial, dan struktur teks, serta unsur kebahasaan dalam teks Sinta's bedroom.</p> <p>2) Dengan bimbingan guru merumuskan pertanyaan tentang</p>	
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	sekolah dan sumber lain yang sama dalam sudut pandang/teori.			Vocabulary: <ul style="list-style-type: none"> - Cage (n) : a space surrounded on all sides by bars or wire, in which animals or birds are kept - Shelf (n) : a long flat board fixed horizontally, usually against a wall or inside a cupboard - Wardrobe (n): a tall cupboard in which you hang your clothes - Clean (adj) : not dirty - Bathroom (n) : a room with a bath and/or shower - Doll (n) : a child's toy in the shape of a small person or baby - Clothes (n) : things such as dresses and trousers - Light (n) : brightness - Hamster (n) : small animal covered in fur with a short tail and large spaces - Now (adv) : at the present time 	bagaimana cara menulis/ menyusun teks deskriptif dengan benar. Silent Card Classification Mencoba / Mengumpulkan Data atau Informasi (Justify and refine) 1) Peserta didik mengklasifikasikan kartu-kartu tersebut kemudian guru memperbolehkan siswa untuk berbicara dan berdiskusi dalam satu kelompok. 2) Peserta didik diperbolehkan untuk mengganti susunan kartu mereka. Mengasosiasi / Menganalisis Data atau Informasi (Circulate and observe) 1) Guru memberi instruksi pada siswa untuk berkeliling		
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				<p>g. Menyampaikan teks deskriptif dengan kosa kata, tata bahasa, ucapan, tekanan kata, dan intonasi yang benar</p> <p>A descriptive text: Sinta's Bedroom</p> <p>Sinta and Aji are talking about Sinta's bedroom Sinta : Guess what ! Aji : what? Sinta : I have a nice bedroom now. Aji : Really? Tell me about it. Sinta : Well, it has light blue wall. There is a wardrobe for my clothes. There is also a shelf full of books and dolls and a cage of my hamster. Aji : A cage in your bedroom? Are you positive? Sinta : Absolutely. I love my hamster so much that I want to be with him every time. Aji : Are you sure it is clean? Sinta : Of course. I clean it</p>	<p>dan melihat milik kelompok lain. Satu siswa tetap tinggal dalam kelompok, sementara yang lain mengamati kelompok lain.</p> <p>2) Peserta didik diperbolehkan bertanya dan berdiskusi, tetapi tidak diperbolehkan mengganti susunan kartu mereka.</p> <p>Mengomunikasikan (Return and refine)</p> <p>1) Siswa kembali ke kelompok mereka masing-masing.</p> <p>2) Berdasarkan hasil observasi dari kelompok lain, siswa menentukan apakah akan merubah susunan kartu mereka atau tidak.</p> <p>(Teacher debriefing)</p> <p>3) Guru menunjukkan</p>		
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				<p>everyday, both my hamster and the cage.</p> <p>Aji : Is there a bathroom in your bedroom?</p> <p>Sinta : Yes, there is.</p> <p>Aji : Are there any posters on your bedroom wall?</p> <p>Sinta : No, my father won't let me. I hang some of my pictures instead.</p> <p>Aji : I see.</p> <p>Exercise: Study the following dialogue. Then put a tick (V) in the column if the statement is true and put a cross (X) in the column if the statement is false.</p> <p>1. Sinta's bedroom has blue wall</p> <p>2. There is no a wardrobe in Sinta's room</p> <p>3. There is a bookshelf in Sinta's room</p> <p>4. There is a cage in Sinta's room</p> <p>5. The cage is very dirty</p>	<p>jawaban yang benar dari pasangan kata-kata dan definisi beserta gambar dan siswa mengoreksi susunan kartu mereka.</p> <p>4) Guru memberikan soal latihan tentang teks <i>Sinta's bedroom</i>.</p> <p>5) Guru mendiskusikan jawaban dari soal latihan tersebut dengan siswa.</p> <p>6) Guru menjelaskan isi dari teks deskriptif tersebut dan mendiskusikannya bersama siswa.</p> <p>Mencipta</p> <p>1) Secara berkelompok peserta didik menjawab pertanyaan mengenai teks deskriptif yang telah disediakan.</p> <p>2) Secara berkelompok</p>		
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				<p>6. Sinta cleans the hamster and the cage everyday</p> <p>7. Sinta's father allows her to put any posters on her bedroom wall</p>	<p>peserta didik membuat kalimat sesuai dengan pertanyaan yang telah disediakan.</p> <p>3) Masing-masing kelompok mempresentasikan klasifikasi kartu dan jawaban mereka di depan kelas.</p>		
Siklus 2, Pertemuan 1	<p>KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya</p> <p>KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.</p>	<p>3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p>1. Siswa dapat mengidentifikasi ciri kebahasaan dari teks <i>descriptive</i>.</p> <p>2. Siswa dapat merespon makna dalam teks <i>descriptive</i>.</p> <p>3. Siswa dapat memaknai kata-kata sulit dalam teks <i>descriptive</i>.</p> <p>4. Siswa dapat mengidentifikasi informasi rinci dalam teks <i>descriptive</i>.</p>	<p>1. Fungsi sosial: Mendiskripsikan orang, binatang, atau benda untuk menumbuhkan pengetahuan, rasa memiliki ataupun menyayangi objek dalam deskriptif teks untuk menjalin hubungan interpersonal dengan guru dan teman.</p> <p>2. Struktur teks:</p> <ol style="list-style-type: none"> Identification Description <p>3. Unsur kebahasaan:</p> <ol style="list-style-type: none"> Specific participant e.g. the little mouse, the donkey, the dog, and the cat. Menggunakan 	<p>Mengamati</p> <ol style="list-style-type: none"> 1) Peserta didik dikenalkan apa yang di maksud dengan syno game 2) Peserta didik memperhatikan aturan main dari syno game 3) Guru menunjukkan beberapa slide yang berisi kata beserta sinonimnya. Kata-kata tersebut diambil dari teks <i>descriptive</i> "My 	2 x 40'	<ul style="list-style-type: none"> - Kartu (gambar dan paragraf) - Power Point - Lembar Kerja Siswa - Gambar (My Cat)

	<p>KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.</p> <p>KI 4 :Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di</p>			<p>simple present tense e.g. there is a desk with a computer on it.</p> <p>c. Penggunaan adjective (kata sifat) untuk memperjelas kata benda (noun) e.g. she has blonde hair and big blue eyes.</p> <p>d. Menggunakan attribute verb seperti be (am, is, are) e.g Mr Joko is handsome,his hair is curly.</p> <p>e. Action verb (kata kerja yang menunjukkan sebuah kegiatan (run, sleep,walk) e.g. my pet eats soft food like steamed rice, fish or bread</p> <p>f. Makna kata berkaitan dengan tema berupa kata / frasa / kalimat yang berkaitan dengan deskriptif Vocabulary</p>	<p>Cat”.</p> <p>4) Guru membagi siswa menjadi beberapa kelompok (tiap kelompok terdiri dari 8-10 anak).</p> <p>5) Guru memberi instruksi pada siswa untuk menebak persamaan kata-kata tersebut dengan definisinya, secara berkelompok.</p> <p>6) Peserta didik menuliskan hal-hal yang belum diketahui berkaitan dengan teks yang guru telah berikan</p> <p>Menanya</p> <p>1) Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan isi, fungsi sosial, dan</p>		
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<p>sekolah dan sumber lain yang sama dalam sudut pandang/teori.</p>				<ul style="list-style-type: none"> - Road = street = path - Beautiful = good - looking = pretty - Bother = annoy - Scratch = paw = claw - Jump = leap - Look = appearance - Tease = tempt - Chase = pursue = follow - Sad = sorrow - Whine = fussy - male (adj) : describes men or boys - mustache (n) : hair which a man grows above his upper lip - scratch (v) : to cut or damage a surface or your skin slightly with or on something sharp or rough - chase (v) : to hurry after someone or something in order to catch them - spoil (v) : to destroy or reduce the pleasure, interest or 	<p>struktur teks, serta unsur kebahasaan dalam teks My Cat.</p> <p>2) Dengan bimbingan guru merumuskan pertanyaan tentang bagaimana cara menulis/ menyusun teks deskriptif dengan benar.</p> <p>Silent Card Classification Mencoba / Mengumpulkan Data atau Informasi (SCSS)</p> <p>1) Guru menunjukkan beberapa paket kartu yang berisi 12 kartu yang terdiri dari 6 paragraf dan 6 gambar. Paragraf dan gambar tersebut diambil dari teks</p>		
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				<p>beauty of something</p> <ul style="list-style-type: none"> - defecate (v) : to pass the contents of the bowels out of the body excrement and its excretion g. Menyampaikan teks deskriptif dengan kosa kata, tata bahasa, ucapan, tekanan kata, dan intonasi yang benar <p>4. A Descriptive Text:</p> <p>My Cat</p> <p>A. Blacky, that's the name that I call. He is a domestic-male cat who I met on the road edge about 2 months ago. Now he has become my lovely cat.</p> <p>B. He has a dark black color. From his head to legs covered in black fur. He has a black mustache, so that's why I called him, Blacky. He has a beautiful long tail.</p> <p>C. I love to bother his</p>	<p>descriptive“ My Cat “.</p> <p>2) Guru membagi siswa menjadi beberapa kelompok (tiap kelompok terdiri dari 4-5 anak).</p> <p>3) Guru membagikan satu paket kartu untuk masing-masing kelompok.</p> <p>4) Guru memberi instruksi pada siswa untuk memasang paragraf dengan gambar yang tepat,namun dilarang berdiskusi atau berbicara dengan siswa lain.</p> <p>(Justify and refine)</p> <p>1) Peserta didik mengklasifikasikan paragraf dan gambar tersebut kemudian guru memperbolehkan siswa untuk</p>		
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				<p>tail when he is asleep until he wakes up. He also has long nails. I always cut his nails at least twice a week so that he cannot scratch me. He will look so calm when I try to cut his nails.</p> <p>D. Unlike the other cats, my cat Blacky is very active. He loves to jump around and run. I always tease him with a toy formed as a rat that I'd tied with rope. He likes to chase the toy and bit it.</p> <p>E. He is very spoiled at me. Usually, he rubs his body to my foot. When he was hungry, he always whines at me and shows his sad expression.</p> <p>F. My cat Blacky is very clean. He never defecates inside my home. When he</p>	<p>berbicara dan berdiskusi dalam satu kelompok.</p> <p>2) Peserta didik diperbolehkan untuk mengganti susunan kartu mereka.</p> <p>Mengasosiasi / Menganalisis Data atau Informasi (Circulate and observe)</p> <p>1) Guru memberi instruksi pada siswa untuk berkeliling dan melihat milik kelompok lain. Satu siswa tetap tinggal dalam kelompok, sementara yang lain mengamati kelompok lain.</p> <p>2) Peserta didik diperbolehkan bertanya dan berdiskusi, tetapi tidak diperbolehkan mengganti</p>		
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				<p>wants to do that, he always gets out of my home. He also loves bathing. I always bathe him once a week to keep him healthy.</p> <p>5. Exercise: Find the similar meaning of each word below.</p> <p>1. Road → Street → Path</p> <p>2. Beautiful → Good Looking → Pretty</p> <p>3. Bother → Annoy</p> <p>4. Scratch → Paw → Claw</p> <p>5. Jump → Leap</p> <p>6. Look → Appearance</p> <p>7. Tease → Tempt</p>	<p>susunan kartu mereka.</p> <p>Mengomunikasikan (Return and refine)</p> <p>1) Siswa kembali ke kelompok mereka masing-masing.</p> <p>2) Berdasarkan hasil observasi dari kelompok lain, siswa menentukan apakah akan merubah susunan kartu mereka atau tidak.</p> <p>(Teacher debriefing)</p> <p>3) Guru menunjukkan jawaban yang benar dari pasangan paragraf beserta gambar dan siswa mengoreksi susunan kartu mereka.</p> <p>4) Guru memberikan soal latihan tentang teks My Cat.</p>		
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				<p>8. Chase → Pursue → Follow</p> <p>9. Sad → Sorrow</p> <p>10. Whine → Fussy</p>	<p>5) Guru mendiskusikan jawaban dari soal latihan tersebut dengan siswa.</p> <p>6) Guru menjelaskan isi dari teks deskriptif tersebut dan mendiskusikannya bersama siswa.</p> <p>Mencipta</p> <p>1) Secara berkelompok peserta didik menjawab pertanyaan mengenai teks deskriptif yang telah disediakan.</p> <p>2) Secara berkelompok peserta didik membuat kalimat sesuai dengan pertanyaan yang telah disediakan.</p> <p>3) Masing-masing kelompok mempresentasikan</p>		
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					n klasifikasi kartu dan jawaban mereka di depan kelas.		
Siklus 2, Pertemuan 2	<p>KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya</p> <p>KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.</p> <p>KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa</p>	<p>3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks <i>descriptif</i> dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaanya.</p>	<p>1. Siswa dapat mengidentifikasi ciri kebahasaan dari teks <i>descriptive</i>.</p> <p>2. Siswa dapat merespon makna dalam teks <i>descriptive</i>.</p> <p>3. Siswa dapat memaknai kata-kata sulit dalam teks <i>descriptive</i>.</p> <p>4. Siswa dapat mengidentifikasi informasi rinci dalam teks <i>descriptive</i>.</p>	<p>1. Fungsi sosial: Mendiskripsikan orang, binatang, atau benda untuk menumbuhkan pengetahuan, rasa memiliki ataupun menyayangi objek dalam deskriptif teks untuk menjalin hubungan interpersonal dengan guru dan teman.</p> <p>2. Struktur teks:</p> <ol style="list-style-type: none"> Identification Description <p>3. Unsur kebahasaan:</p> <ol style="list-style-type: none"> Specific participant e.g. the little mouse, the donkey, the dog, and the cat. Menggunakan simple present tense e.g. there is a desk with a computer on it. Penggunaan adjective (kata sifat) untuk memperjelas 	<p>Mengamati</p> <ol style="list-style-type: none"> 1) Guru menjelaskan tentang permainan who am I. 2) Peserta didik memperhatikan aturan main dari who am I. 3) Guru memperkenalkan teks yang akan di pelajari, tentang mendeskripsikan benda "Doraemon" 4) Guru membagi siswa menjadi beberapa kelompok (tiap kelompok terdiri dari 4-5 anak). 5) Guru membagikan satu paket kartu untuk masing-masing 	2 x 40'	<ul style="list-style-type: none"> - Kartu (gambar dan karakteristik) - Power Point - Lembar Kerja Siswa - Gambar (Doraemon)

<p>ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.</p> <p>KI 4 :Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.</p>				<p>kata benda (noun) e.g. she has blonde hair and big blue eyes.</p> <p>d. Menggunakan attribute verb seperti be (am, is, are) e.g Mr Joko is handsome,his hair is curly.</p> <p>e. Action verb (kata kerja yang menunjukkan sebuah kegiatan (run, sleep,walk) e.g. my pet eats soft food like steamed rice, fish or bread</p> <p>f. Makna kata berkaitan dengan tema berupa kata / frasa / kalimat yang berkaitan dengan deskriptif</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> - Arrive (v) : to happen or start to exist - Childish (adj) : typical of a child - Damage (v) : to 	<p>kelompok.</p> <p>6) Guru memberi instruksi pada siswa untuk mengklasifikasi karakter dari cerita“doraemon” , namun dilarang berdiskusi atau berbicara dengan siswa lain.</p> <p>7) Peserta didik menuliskan hal-hal yang belum diketahui berkaitan dengan teks yang guru telah berikan</p> <p>Menanya</p> <p>1) Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan isi, fungsi sosial, dan struktur teks, serta unsur kebahasaan dalam teks “Doraemon”.</p> <p>2) Dengan</p>	
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				<p>harm or spoil something</p> <ul style="list-style-type: none"> - Dumb(adj) : stupid and annoying - Emergency (n): something dangerous or serious - Encourage (v) : to make someone more likely to do something - Envy (n) : the feeling that you wish you had something that someone else has - Fail (v) : not succeed - Force (v) : make someone do something difficult, unpleasant - Frantically (adv) : done in a hurried way - Hesitate (v) : to pause before you do or say something - Household (n) : equipment - Inability (n) : lack of ability to do something 	<p>bimbingan guru merumuskan pertanyaan tentang bagaimana cara menulis/ menyusun teks deskriptif dengan benar.</p> <p>Silent Card Classification</p> <p>Mencoba / Mengumpulkan Data atau Informasi (Justify and refine)</p> <ol style="list-style-type: none"> 1) Peserta didik mengklasifikasi 10 gambar dan 10 deskripsi karakter kemudian guru 2) Memperbolehkan siswa untuk berbicara dan berdiskusi dalam satu kelompok. 3) Peserta didik diperbolehkan untuk mengganti susunan kartu mereka <p>Mengasosiasi / Menganalisis Data atau</p>		
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				<ul style="list-style-type: none"> - Intent (adj) : giving all your attention to something - Nickname (n) : an informal name - Placate(v) : to stop someone from feeling angry - Pocket (n) : a small bag for carrying things in - Pride (n) : a feeling of pleasure and satisfaction - Punishment(n) : when someone is punished - Resemble (v) : to look like or be like someone or something - Scold (v) : to tell off someone because you disapprove of their behaviour - Steal(v) : to take something without the permission - Strict(adj) : strongly limiting someone's freedom - Temper (n) : when 	<p>Informasi (Circulate and observe)</p> <p>1) Guru memberi instruksi pada siswa untuk berkeliling dan melihat milik kelompok lain. Satu siswa tetap tinggal dalam kelompok, sementara yang lain mengamati kelompok lain.</p> <p>2) Peserta didik diperbolehkan bertanya dan berdiskusi, tetapi tidak diperbolehkan mengganti susunan kartu mereka.</p> <p>Mengomunikasikan (Return and refine)</p> <p>1) Siswa kembali ke kelompok mereka masing-masing.</p> <p>2) Berdasarkan hasil observasi dari kelompok lain, siswa</p>		
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				<p>someone becomes angry very quickly</p> <ul style="list-style-type: none"> - Tendency (n) : If someone has a tendency to do or like something - Unlucky (adj) : not lucky - Wealth (n) : a large amount of money - Wear (v) : to have clothing <p>g. Menyampaikan teks deskriptif dengan kosa kata, tata bahasa, ucapan, tekanan kata, dan intonasi yang benar</p> <p>4. A Descriptive Text</p> <p>Doraemon</p> <p>Doraemon is one of the characters in a Japanese manga series created by Fujiko Fujio. Doraemon is a robotic cat. He has small body and white hands and feet. Although he can hear perfectly well, Doraemon has no ears.</p> <p>Doraemon possesses a large pocket that can</p>	<p>menentukan apakah akan merubah susunan kartu mereka atau tidak.</p> <p>(Teacher debriefing)</p> <p>3) Guru menunjukkan jawaban yang benar dari pasangan gambar dan deskripsi tersebut dan siswa mengoreksi susunan kartu mereka.</p> <p>4) Guru memberikan soal latihan tentang teks my mother.</p> <p>5) Guru mendiskusikan jawaban dari soal latihan tersebut dengan siswa.</p> <p>6) Guru menjelaskan isi dari teks deskriptif tersebut dan mendiskusikanny a bersama siswa.</p>		
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				<p>produce many gadgets from the future. The pocket is called <i>yojigen-pocket</i>, or fourth- dimensional pocket. Doraemon's favorite food is <i>dorayaki</i>, a Japanese treat filled with red bean paste.</p> <p>This robotic cat has the tendency to panic during emergencies. In an emergency situation, he will frantically pull out every unnecessary gadget from his pocket. Nevertheless, Doraemon is a good cat. He always helps Nobita.</p> <p>5. Exercises: Read text carefully. Choose the correct answer by crossing a, b, c, or d.</p> <ol style="list-style-type: none"> What does the text mainly talk about? <ol style="list-style-type: none"> Doraemon Fujiko Fujio Robotic cats Nobita 	<p>Mencipta</p> <ol style="list-style-type: none"> Secara berkelompok peserta didik menjawab pertanyaan mengenai teks deskriptif yang telah disediakan. Secara berkelompok peserta didik mempresentasikan karakteristik doraemon, sesuai dengan gambar yang telah disediakan. Masing-masing kelompok mempresentasikan klasifikasi kartu dan jawaban mereka di depan kelas. 		
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				<p>2. “... he will <u>frantically</u> pull out every unnecessary ... “ (paragraph 3). The underline word can be best replaced by ...</p> <p>a. happily</p> <p>b. calmly</p> <p>c. worriedly</p> <p>d. diligently</p> <p>3. What is the weakness of Doraemon?</p> <p>a. He has a magic pocket.</p> <p>b. He gets panic easily.</p> <p>c. He is only a robotic cat.</p> <p>d. He likes</p>			
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				<p>eating <i>Dorayaki</i>.</p> <p>4. What kind of text is the text above?</p> <p>a. Recount</p> <p>b. Descriptive</p> <p>c. Narrative</p> <p>d. Report</p> <p>5. The generic structure of the text is</p> <p>a. Description – Identification</p> <p>b. Identification – Description</p> <p>c. Orientation – Events – Reorientation</p> <p>d. Reorientation – Events – Orientation</p> <p>6. ‘Doraemon is a</p>			
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				<p>robotic cat’ . The sentence is the of the text.</p> <ul style="list-style-type: none">a. eventsb. descriptionsc. orientationd. identifications <p>7. ‘Doraemon is one of the characters in a Japanese manga series created by Fujiko Fujio.’ The sentence is one of the of the text.</p> <ul style="list-style-type: none">e. eventsf. descriptionsg. orientationh. identifications <p>8. What does Doraemon look like?</p> <ul style="list-style-type: none">a. short with long body and strong legs			
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				<div><div><div>b. Brown, with long and thick fur</div><div>c. slim body, long legs</div><div>d. small body and white hands and feet</div></div><div>9. “.... is a Japanese treat filled with red bean paste</div><div><div>a. dorayaki</div><div>b. <i>yojigen-pocket</i></div><div>c. <i>robotic</i></div><div>d. <i>baling-baling bamboo</i></div></div><div>10. what is the attitude of doraemon</div><div><div>a. naughty</div><div>b. lazy</div><div>c. helpful</div></div></div>			
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d. cute

Complete the following story by using the correct words in the box.

- ✓ Pocket
- ✓ will
- ✓ favorite
- ✓ cat
- ✓ has
- ✓ is
- ✓ doraemon
- ✓ no
- ✓ japanese
- ✓ gadget

Doraemon (1)..... one of the characters in a (2)..... manga series created by Fujiko Fujio. Doraemon is a robotic cat. He (3)..... small body and white hands and feet. Although he can hear perfectly well, Doraemon has (4)..... ears.

Doraemon possesses a large (5)..... that can produce

				<p>many gadgets from the future. The pocket is called yojigen-pocket, or fourth-dimensional pocket.</p> <p>Doraemon's (6)..... food is dorayaki, a Japanese treat filled with red bean paste.</p> <p>This robotic (7)..... has the tendency to panic during emergencies. In an emergency situation, he (8)..... frantically pull out every unnecessary (9)..... from his pocket.</p> <p>Nevertheless, (10)..... is a good cat. He always helps Nobita.</p>			
Siklus 2, Pertemuan 3	<p>KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya</p> <p>KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong</p>	<p>3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang</p>	<p>1. Siswa dapat mengidentifikasi ciri kebahasaan dari teks <i>descriptive</i>.</p> <p>2. Siswa dapat merespon makna dalam teks <i>descriptive</i>.</p> <p>3. Siswa dapat memaknai kata-</p>	<p>1. Fungsi sosial: Mendiskripsikan orang, binatang, atau benda untuk menumbuhkan pengetahuan, rasa memiliki ataupun menyayangi objek dalam deskriptif teks untuk menjalin hubungan interpersonal dengan guru dan teman.</p>	<p>Silent Card Classification Mengamati</p> <p>1) Guru menjelaskan tentang finding words game.</p> <p>2) Tanya jawab singkat tentang finding words game.</p> <p>3) Peserta didik</p>	2 x 40'	<p>- Kartu (gambar dan kata)</p> <p>- Power Point</p> <p>- Lembar Kerja Siswa</p>

<p>royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.</p> <p>KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.</p> <p>KI 4 :Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai,</p>	<p>deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaanya.</p>	<p>kata sulit dalam teks <i>descriptive</i>.</p> <p>4. Siswa dapat mengidentifikasi informasi rinci dalam teks <i>descriptive</i>.</p>	<p>2. Struktur teks:</p> <p>a. Identification</p> <p>b. Description</p> <p>3. Unsur kebahasaan:</p> <p>a. Specific participant e.g. the little mouse, the donkey, the dog, and the cat.</p> <p>b. Menggunakan simple present tense e.g. there is a desk with a computer on it.</p> <p>c. Penggunaan adjective (kata sifat) untuk memperjelas kata benda (noun) e.g. she has blonde hair and big blue eyes.</p> <p>d. Menggunakan attribute verb seperti be (am, is, are) e.g Mr Joko is handsome,his hair is curly.</p> <p>e. Action verb (kata kerja yang menunjukkan sebuah kegiatan (run, sleep,walk) e.g. my pet eats soft food like steamed rice, fish or bread</p>	<p>memperhatikan aturan main dari finding words game.</p> <p>4) Guru memperkenalkan teks yang akan di pelajari, tentang mendeskripsikan orang “my mother”</p> <p>5) Guru membagi siswa menjadi beberapa kelompok (tiap kelompok terdiri dari 4-5 anak).</p> <p>6) Guru membagikan finding words’ worksheetuntuk masing-masing kelompok.</p> <p>7) Kelompok yang lebih cepat menemukan kata-kata yang berada di finding words’ worksheet, berhak mengambil amplop yang berisi kartu dan gambar mengenai teks “my mother”.</p>		
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	memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.			<p>f. Makna kata berkaitan dengan tema berupa kata / frasa / kalimat yang berkaitan dengan deskriptif</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> - Dance (v) : to move the body and feet to music - Sleep (v) : to be in the state of rest when your eyes are closed, your body is not active, and your mind is unconscious - Family (n) : a group of people who are related to each other, such as a mother, a father, and their children - Childern (n) : a boy or girl from the time of birth until he or she is an adult, or a son or daughter of any age - Smile (v) : to make a happy or friendly expression in which the corners of your 	<p>8) Guru memberi instruksi pada siswa untuk menyusun kata dan gambar “my mother” secara tepat dan benar, akan tetapi tidak boleh berdiskusi dengan anggota kelompok masing-masing.</p> <p>9) Peserta didik menuliskan hal-hal yang belum diketahui berkaitan dengan teks yang guru telah berikan</p> <p>Menanya</p> <ol style="list-style-type: none"> 1) Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan isi, fungsi sosial, dan struktur teks, serta unsur kebahasaan dalam teks My mother. 2) Dengan bimbingan guru merumuskan pertanyaan tentang bagaimana cara 		
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				<p>mouth curve up</p> <ul style="list-style-type: none"> - Honey (n): a sweet sticky yellow substance made by bees and used as food - Curly (adj) : having curls or a curved shape - Mess (n) : Something or someone that is a mess or is in a mess, looks dirty or untidy - Sing (v) : to make musical sounds with the voice, usually a tune with words - Wake Up (v) : to (cause to) become conscious after sleeping <p>g. Menyampaikan teks deskriptif dengan kosa kata, tata bahasa, ucapan, tekanan kata, dan intonasi yang benar.</p> <p>4. A Descriptive Text: My Mother</p>	<p>menulis/ menyusun teks deskriptif dengan benar.</p> <p>Mencoba / Mengumpulkan Data atau Informasi (Justify and refine)</p> <ol style="list-style-type: none"> 1) Peserta didik mengklasifikasi 10 kata dan 10 gambar “my mother” kemudian guru memperbolehkan siswa untuk berbicara dan berdiskusi dalam satu kelompok. 2) Peserta didik diperbolehkan untuk mengganti susunan kartu mereka. <p>Mengasosiasi / Menganalisis Data atau Informasi (Circulate and observe)</p> <ol style="list-style-type: none"> 1) Guru memberi instruksi pada siswa untuk berkeliling dan melihat milik 		
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				<p>I think that my mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her color skin color light brown, and she has a beautiful smile.</p> <p>She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is a good example to me. She loves being in the Church, and she loves sing and dance too.</p> <p>She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She a</p>	<p>kelompok lain. Satu siswa tetap tinggal dalam kelompok, sementara yang lain mengamati kelompok lain.</p> <p>2) Peserta didik diperbolehkan bertanya dan berdiskusi, tetapi tidak diperbolehkan mengganti susunan kartu mereka.</p> <p>Mengomunikasikan (Return and refine)</p> <p>1) Siswa kembali ke kelompok mereka masing-masing.</p> <p>2) Berdasarkan hasil observasi dari kelompok lain, siswa menentukan apakah akan merubah susunan kartu mereka atau tidak.</p> <p>(Teacher debriefing)</p> <p>1) Guru menunjukkan jawaban yang</p>		
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				<p>very organized person, and all things in the house are in the right place. She doesn't like messes.</p> <p>She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or when I wake up or when I am going to go to some places, she always give me a kiss, and when the family have a problem she always be with us to helps us and to give us all her love.</p> <p>5. Exercise: Finding words' worksheet</p>	<p>benar dari pasangan kata dan gambar tersebut dan siswa mengoreksi susunan kartu mereka.</p> <p>2) Guru memberikan soal latihan tentang teks my mother.</p> <p>3) Guru mendiskusikan jawaban dari soal latihan tersebut dengan siswa.</p> <p>4) Guru menjelaskan isi dari teks deskriptif tersebut dan mendiskusikannya bersama siswa.</p> <p>Mencipta</p> <p>1) Secara berkelompok peserta didik menjawab pertanyaan mengenai teks deskriptif yang telah disediakan.</p> <p>2) Secara berkelompok</p>		
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					<p>peserta didik membuat kalimat sesuai dengan ilustrasi yang telah disediakan.</p> <p>3) Masing-masing kelompok mempresentasikan klasifikasi kartu dan jawaban mereka di depan kelas.</p>		
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APPENDIX B

LESSON PLANS

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP N 15 Yogyakarta
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VII / 2
Tahun Pelajaran : 2015 / 2016
Materi Pokok : Teks Deskriptif
Kemampuan Berbahasa : Membaca
Alokasi Waktu : 2 x 30 menit
Karakter : Santun dan Percaya Diri

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

KOMPETENSI DASAR		INDIKATOR	
1.1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	1.1.1	Mengungkapkan rasa syukur setiap saat mendapat kesempatan belajar bahasa Inggris sebagai bahasa pengantar internasional.
		1.1.2	Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.
		1.1.3	Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.
2.1	Menunjukkan perilaku santun dan peduli dalam melaksanakan	2.1.1	Mendeskrripsikan orang, binatang, maupun benda kepada teman dan

<p>komunikasi interpersonal dengan guru dan teman.</p> <p>2.3 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman</p>	<p>guru dengan bahasa dan cara yang santun.</p> <p>2.1.2 Mendeskripsikan orang, hewan maupun benda dengan percaya diri.</p>
<p>3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p>3.1.1 Mengidentifikasi <i>fungsi sosial</i> dari teks deskriptif sesuai dengan konteks penggunaannya.</p> <p>3.1.2 Mengidentifikasi <i>struktur teks</i> dari teks deskriptif sesuai dengan konteks penggunaannya.</p> <p>3.1.3 Mengidentifikasi <i>unsur kebahasaan</i> dari teks deskriptif sesuai dengan konteks penggunaannya.</p>
<p>4.13 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<p>4.1.1 Memahami isi teks deskriptif secara pendek dan sederhana.</p> <p>4.1.2 Menyusun teks deskriptif secara lisan dan tulis dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.1.3 Memperagakan teks deskriptif secara lisan dan tulis dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.1.4 Menampilkan teks deskriptif secara lisan dan tulis menggunakan ungkapan sapaan dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>

C. TUJUAN PEMBELAJARAN

Setelah melaksanakan serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Siswa mengungkapkan rasa syukur setiap saat mendapat kesempatan belajar Bahasa Inggris.
2. Siswa bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.
3. Siswa serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.

4. Siswa terampil memahami isi teks deskriptif secara lisan dengan sangat pendek dan sederhana dengan sopan, jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
5. Siswa terampil menceritakan kembali teks deskriptif secara lisan dengan sangat pendek dan sederhana dengan sopan, jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
6. Siswa terampil mengidentifikasi fungsi sosial teks deskriptif secara lisan dan tulis sangat pendek dan sederhana.
7. Siswa terampil mengidentifikasi struktur teks deskriptif ungkapan sapaan dan pamitan secara lisan dan tulis sangat pendek dan sederhana.
8. Siswa terampil melafalkan teks deskriptif dengan ucapan, serta intonasi yang benar.
9. Siswa terampil menemukan makna kata / frasa / kalimat yang terdapat dalam teks deskriptif secara lisan dan tulis sangat pendek dan sederhana dengan sopan, jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
10. Siswa terampil melengkapi teks interpersonal rumpang yang melibatkan teks deskriptif secara tepat.
11. Siswa terampil menyusun teks deskriptif secara sederhana kepada guru dan teman setiap ada kesempatan komunikatif yang muncul.
12. Siswa terampil menyusun teks deskriptif secara sederhana dengan struktur teks yang tepat sesuai konteks.
13. Siswa terampil melafalkan teks deskriptif secara sederhana dengan intonasi, ucapan dan tekanan kata yang benar.

D. MATERI PEMBELAJARAN

- Fungsi sosial:
Mendiskripsikan orang, binatang, atau benda untuk menumbuhkan pengetahuan, rasa memiliki ataupun menyayangi objek dalam deskriptif teks untuk menjalin hubungan interpersonal dengan guru dan teman.
- Struktur teks:
 - a. Identification
 - b. Description
- Unsur kebahasaan:
 - a. Specific participant
 - b. Menggunakan simple present tense
 - c. Penggunaan adjective (kata sifat) untuk memperjelas kata benda (noun)
 - d. Menggunakan attribute verb seperti be (am, is, are)
 - e. Action verb (kata kerja yang menunjukkan sebuah kegiatan (run, sleep, walk)
 - f. Menyampaikan teks deskriptif dengan kosa kata, tata bahasa, ucapan, tekanan kata, dan intonasi yang benar

E. Metode Pembelajaran

Silent Card Shuffle Strategy, Scientific Approach dan Communicative Approach

F. Media, Alat, dan Sumber Pembelajaran

- Media: LCD, computer, video

- Alat/Bahan: Deskriptif teks + picture handout
- Sumber Belajar
 - ✓ Model ucapan dan tindakan guru menggunakan setiap tindakan komunikasi transaksional dan fungsional dengan benar, tepat, dan dengan sikap yang sesuai.
 - ✓ Contoh peragaan dalam bentuk video, gambar.
 - ✓ Contoh interaksi tertulis
 - ✓ Contoh teks tertulis
 - ✓ Teks atau latihan dari buku teks Bahasa Inggris Asep Gunawan, dkk. 2013. *When English rings the Bell*. Jakarta: kemendikbud RI (halaman)
 - ✓ Teks dari buku non-teks
 - ✓ Sumber dari internet, seperti:
 - www.dailyenglish.com
 - http://americanenglish.state.gov/files/ae/resource_files
 - <http://learnenglish.britishcouncil.org/en/>

G. LANGKAH-LANGKAH PEMBELAJARAN

a. Pendahuluan (10 menit)

- 1) Guru memberi salam.
- 2) Guru mengajak peserta didik untuk mengawali kegiatan dengan berdoa.
- 3) Guru memeriksa kehadiran siswa.
- 4) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan mengajak peserta didik untuk merapikan kelas dan penampilan mereka.
- 5) Guru mengajukan pertanyaan tentang materi yang dipelajari sebelumnya.
- 6) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- 7) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

b. Kegiatan inti (60 menit)

Mengamati

- 1) Peserta didik membaca dan memperhatikan 3 handout teks deskriptif beserta ilustrasi gambar yang diberikan guru
- 2) Peserta didik menuliskan hal-hal yang belum diketahui berkaitan dengan teks yang guru telah berikan

Menanya

- 1) Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan isi, fungsi sosial, dan struktur teks, serta unsur kebahasaan dalam teks yang telah disaksikan.
- 2) Dengan bimbingan guru, peserta didik merumuskan pertanyaan terkait dengan vocabulary yang biasa dipakai dalam deskriptif teks.
- 3) Dengan bimbingan guru merumuskan pertanyaan tentang bagaimana cara menulis/ menyusun teks deskriptif dengan benar.

- 3) Peserta didik **dikenalkan** yang di maksud dengan *silent card shuffle strategy*.
- 4) Peserta didik memperhatikan aturan main dari *silent card shuffle strategy*.

Mencoba/Mengumpulkan Data atau Informasi

- 1) Peserta didik menjawab pertanyaan tentang isi teks dari handout teks yang mereka dapat.
- 2) Peserta didik menjawab pertanyaan tentang fungsi sosial teks teks yang mereka dapat.
- 3) Peserta didik menjawab pertanyaan tentang struktur teks.

Mengasosiasi/Menganalisis Data atau Informasi

- 1) Setiap kelompok membandingkan perbedaan dan persamaan teks satu dengan lainnya, dan memahami kelebihan dan kekurangan masing-masing teks,
- 2) Setiap kelompok menjawab pertanyaan yang telah dirumuskan sebelumnya
- 3) Peserta didik menerima umpan balik/ penguatan mengenai (isi, fungsi, social, struktur, dan unsure kebahasaan teks).

Mengomunikasikan

- 1) Setiap kelompok mempresentasikan jawaban terhadap pertanyaan-pertanyaan dan hasil diskusi melalui wakil kelompok.
- 2) Peserta didik menerima umpan balik dan/atau penguatan (isi, fungsi sosial, struktur, dan unsur kebahasaan teks).

Mencipta

- 1) Secara berpasangan peserta didik melengkapi teks deskriptif tentang orang, binatang, dan benda yang masih rumpang
- 2) Secara berpasangan peserta didik membuat kalimat deskriptif sesuai dengan gambar yang guru berikan
- 3) Secara individual siswa membuat deskriptif teks sederhana dengan objek tema yang mereka inginkan

c. Penutup

- 1) Guru dan siswa secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- 2) Guru mengajukan pertanyaan kepada siswa untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
- 3) Guru memberikan tugas kepada siswa untuk berlatih membuat teks deskriptif di rumah
- 4) Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

H. PENILAIAN HASIL PEMBELAJARAN

1. Kompetensi sikap spiritual
 - a. Jenis/Teknik Penilaian : Observasi dan penilaian diri

b. Bentuk Instrumen : Lembar pengamatan dan lembar penilaian diri

c. Kisi-kisi

No.	Butir Nilai	Indikator	Jumlah Butir Instrument
1.	Bersyukur	Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.	1
		Serius dalam melaksanakan setiap kegiatan pada pembelajarn Bahasa Inggris.	1
		JUMLAH	2

d. Instrument : lihat *Lampiran 1A dan Lampiran IB*

e. Petunjuk Penentuan Penskoran : lihat Lampiran 3.

2. Kompetensi Sikap Sosial

a. Jenis/Teknik Penilaian : Observasi dan penilaian diri

b. Bentuk Instrumen : Lembar pengamatan dan lembar penilaian diri

c. Kisi-kisi:

No.	Butir Nilai	Indikator	Jumlah Butir Instrumen
1.	Santun	Mendeskripsikan orang, binatang, maupun benda kepada teman dan guru dengan bahasa dan cara yang santun.	1
2.	Percaya diri	Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks materi teks deskriptif	1
		JUMLAH	2

d. Instrument : lihat *Lampiran 1A dan Lampiran IB*

e. Petunjuk Penentuan Penskoran : lihat Lampiran 3.

3. Kompetensi Pengetahuan

a. Jenis/Teknik Penilaian : tes tertulis

b. Bentuk Instrumen : mengelompokan, pilihan ganda, menulis

c. Kisi-kisi:

No.	Indikator	Jumlah butir soal	Nomor butir soal
1.	Di sajikan beberapa kata sifat untuk mendeskripsikan orang, peserta didik di harapkan bisa mengelompokan sesuai dengan karakter masing-masing	Task 1 (17 butir soal)	1-17
2.	Di sajikan pernyataan / ilustrasi situasi tertentu, peserta didik dapat menentukan jawaban dengan benar.	Task 1 (5 butir soal)	1-5

3.	Di sajikan ilustrasi situasi tertentu, peserta didik dapat menentukan jawaban dengan benar	Task 2 (5 butir soal)	1-5
	JUMLAH	27	

d. Instrument : lihat *Lampiran 1A dan Lampiran 1B*

e. Petunjuk Penentuan Penskoran : lihat Lampiran 3.

4. Keterampilan

a. Jenis/Teknik Penilaian : tes tertulis

b. Bentuk Instrumen : menulis, melengkapi, mengisi

c. Kisi-kisi:

a. Tes tertulis

No.	Indikator	Jumlah Butir Soal	Nomor Butir Soal
1	Di mendengarkan teks deskriptif, peserta didik dapat menjawab pertanyaan tentang konteks situasi dari teks tersebut.	3	1-3
2.	Di mendengarkan teks deskriptif, peserta didik dapat menjawab pertanyaan tentang informasi tertentu pada teks tersebut dengan benar.	5	1-5
	JUMLAH	8	

b. Tes praktik

No.	Indikator	Jumlah Butir Soal
1.	Di sajikan 2 ilustrasi yang berbeda, masing – masing peserta didik dengan menggunakan gambar tersebut, mereka dapat mendeskripsikan dengan lancar dan runtut.	2

Mengetahui, April 2015

Guru Bahasa Inggris

Drs. Mujiraharja

Mahasiswa

Anis Fihayati

NIP. 1965 0526 1998 021 004

NIM. 11202241018

LAMPIRAN 1A

INSTRUMEN PENILAIAN SIKAP SPIRITUAL (LEMBAR OBSERVASI)

A. Petunjuk Umum

1. Instrumen penilaian sikap spiritual ini berupa Lembar Observasi.
2. Instrumen ini diisi oleh guru yang mengajar peserta didik yang dinilai.

B. Petunjuk Pengisian

Berdasarkan pengamatan Anda selama dua minggu terakhir, nilailah sikap setiap peserta didik Anda dengan memberi skor 4, 3, 2, atau 1 pada *Lembar Observasi* dengan ketentuan sebagai berikut:

4 = apabila SELALU melakukan perilaku yang diamati

3 = apabila SERING melakukan perilaku yang diamati

2 = apabila KADANG-KADANG melakukan perilaku yang diamati.

1 = apabila TIDAK PERNAH melakukan perilaku yang diamati.

C. Lembar Observasi

LEMBAR OBSERVASI

Kelas : ...

Semester : ...

Tahun Pelajaran : ...

Periode Pengamatan : Tanggal ... s.d. ...

Butir Nilai : Bersyukur

Indikator Sikap :

1. Bersemangat dalam melaksanakan setiap pada pembelajaran Bahasa Inggris.
2. Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.

No.	Nama Peserta Didik	Skor Indikator Sikap Spiritual (1-4)		Jumlah Perolehan Skor	Skor Akhir	Tuntas/Tidak Tuntas
1.						
2.						
3.						
4.	...					

Guru Mata Pelajaran,

NIP.

LAMPIRAN 1B

INTRUMEN PENILAIAN KI-1 (SIKAP SPIRITUAL)

LEMBAR PENILAIAN DIRI

A. Petunjuk Umum

1. Instrumen penilaian sikap spiritual berupa Lembar Penilaian diri.
2. Instrumen ini diisi oleh PESERTA DIDIK untuk menilai dirinya sendiri.

B. Petunjuk Pengisian

1. Berdasarkan perilaku kalian selama dua minggu terakhir, nilailah sikap diri kalian sendiri dengan memberi tanda centang (✓) pada kolom skor 4, 3, 2, atau 1 pada *Lembar Penilaian Diri* dengan ketentuan sebagai berikut:

- 4 = apabila SELALU melakukan perilaku yang diamati
- 3 = apabila SERING melakukan perilaku yang diamati
- 2 = apabila KADANG-KADANG melakukan perilaku yang diamati.
- 1 = apabila TIDAK PERNAH melakukan perilaku yang diamati.

2. Kolom SKOR AKHIR dan KETUNTASAN diisi oleh guru.

C. Lembar Penilaian Diri

LEMBAR PENILAIAN DIRI

Kelas : ...
Semester : ...
Tahun Pelajaran : ...
Periode Pengamatan : Tanggal ... s.d. ...
Butir Nilai : Bersyukur
Indikator Sikap :

1. Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.
2. Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.

No.	Pernyataan	Skor				Perolehan Skor	Skor Akhir	Tuntas/ Tidak Tuntas
		1	2	3	4			
1.	Saya bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.							

2.	Saya serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.							
Jumlah								

Peserta didik,

LAMPIRAN 2A

INSTRUMEN PENILAIAN KI-2 (SIKAP SOSIAL)

LEMBAR OBSERVASI

D. Petunjuk Umum

3. Instrumen penilaian sikap spiritual ini berupa Lembar Observasi.
4. Instrumen ini diisi oleh guru yang mengajar peserta didik yang dinilai.

E. Petunjuk Pengisian

Berdasarkan pengamatan Anda selama dua minggu terakhir, nilailah sikap setiap peserta didik Anda dengan memberi skor 4, 3, 2, atau 1 pada *Lembar Observasi* dengan ketentuan sebagai berikut:

- 4 = apabila SELALU melakukan perilaku yang diamati
- 3 = apabila SERING melakukan perilaku yang diamati
- 2 = apabila KADANG-KADANG melakukan perilaku yang diamati.
- 1 = apabila TIDAK PERNAH melakukan perilaku yang diamati.

F. Lembar Observasi

LEMBAR OBSERVASI

Kelas : ...

Semester : ...

Tahun Pelajaran : ...

Periode Pengamatan : Tanggal ... s.d. ...

Butir Nilai : Menunjukkan perilaku **santun** dan **peduli** dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

Indikator Sikap :

1. Menyapa guru dan teman menggunakan Bahasa Inggris yang berterima dan santun.

- Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/ materi ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan mengungkapkan pendapat, serta responsnya dengan santun.

No.	Nama Peserta Didik	Skor Indikator Sikap Sosial		Jumlah Perolehan Skor	Skor Akhir	Tuntas/ Tidak Tuntas
		Indikator	Indikator			
		1	2			
1.						
2.						
3.						
4.					

LAMPIRAN 2B

INSTRUMEN PENILAIAN KI-2 (SIKAP SOSIAL)

LEMBAR PENILAIAN DIRI

A. Petunjuk Umum

- Instrumen penilaian sikap sosial ini berupa *Lembar Penilaian Diri*.
- Instrumen ini diisi oleh PESERTA DIDIK untuk menilai dirinya sendiri.

B. Petunjuk Pengisian

- Berdasarkan perilaku kalian selama dua minggu terakhir, nilailah sikap diri kalian sendiri dengan memberi tanda centang (✓) pada kolom skor 4, 3, 2, atau 1 pada *Lembar Penilaian Diri* dengan ketentuan sebagai berikut:

- 4 = apabila SELALU melakukan perilaku yang diamati
- 3 = apabila SERING melakukan perilaku yang diamati
- 2 = apabila KADANG-KADANG melakukan perilaku yang diamati.
- 1 = apabila TIDAK PERNAH melakukan perilaku yang diamati.

- Kolom SKOR AKHIR dan KETUNTASAN diisi oleh guru.

D. Lembar Penilaian Diri

LEMBAR PENILAIAN DIRI

Kelas : ...

Semester : ...

Tahun Pelajaran : ...

Periode Pengamatan : Tanggal ... s.d. ...

Butir Nilai : Menunjukkan perilaku **santun** dan **peduli** dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

Indikator Sikap :

1. Menyapa guru dan teman menggunakan Bahasa Inggris yang berterima dan santun.
2. Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/ materi ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan mengungkapkan pendapat, serta responsnya dengan santun.

No.	Pernyataan	Skor				Perolehan Skor	Skor Akhir	Nilai	Tuntas /Tidak Tuntas
		1	2	3	4				
Saat pembelajaran Bahasa Inggris saya:									
1.	Menyapa guru dan teman menggunakan Bahasa Inggris yang berterima dan santun.								
2.	Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/ materi ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan mengungkapkan pendapat, serta responsnya dengan santun.								
JUMLAH									

Peserta didik

LAMPIRAN 3A

PETUNJUK PENGHITUNGAN SKOR KI-1 & KI-2 (SIKAP SPIRITUAL & SIKAP SOSIAL)

1. Rumus Penghitungan Skor Akhir

Skor Akhir = _____ X 4

Skor Maksimal = Banyaknya Indikator x 4

Skor Maksimal = Banyaknya Indikator x 4

2. Kategori nilai sikap peserta didik didasarkan pada Permendikbud No 81A Tahun 2013 yaitu:

Sangat Baik (SB) : apabila memperoleh Skor Akhir: $3,3 < \text{Skor Akhir} \leq 4,00$

Baik (B) : apabila memperoleh Skor Akhir: $2,33 < \text{Skor Akhir} \leq 3,33$

Cukup (C) : apabila memperoleh Skor Akhir: $1,33 < \text{Skor Akhir} \leq 2,33$

Kurang (K) : apabila memperoleh Skor Akhir: $\text{Skor Akhir} \leq 1,33$

Lampiran 4A

INSTRUMEN PENILAIAN K-3 (PENGETAHUAN)



Read the following words aloud. These words are descriptions of appearance and personality.

1. A little heavy	7. Good-looking	13. Pretty
2. A little unfriendly	8. Grumpy	14. Serious
3. Beautiful	9. Interesting	15. Shy
4. Cute	10. Kind	16. Slim
5. Friendly	11. Nice	17. Smart
6. Funny	12. Pleasant	



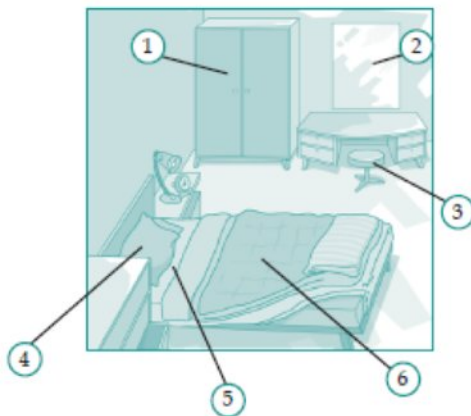
Group the words in Activity 2 into face, body, personality and age. Write the words in each column.

Face	Body	Personality	Age

In pairs, choose a, b, c, or d for the correct answer.
Do it in your exercise book.

1. There is a living room.
Living room means ____.
a. bathroom
b. waiting room
c. bedroom
d. sitting room
2. There is a dining room.
Dining room means a room in which ____.
a. you keep money
b. you keep books
c. you eat meals
d. you keep clothes
3. There is also a drawing room.
A drawing room means a room in which ____.
a. people keep pictures
b. people are painting
c. people are cooking
d. people receive guests
4. The house has six bedrooms.
A bedroom is a room to ____.
a. play in c. read in
b. sleep in d. study in
5. A big house usually has a study.
A study is a room in which a person ____.
a. plays in
b. writes a letter
c. listens to the radio
d. studies, reads, writes, etc.

What are the names of the things in the picture?
Write them down in your exercise book.



This room is my bedroom.

There are _____ in it.

a sheet
a stool
a wardrobe
a blanket
a pillow
a mirror

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<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Lampiran 4B

PETUNJUK PENGHITUNGAN SKOR KI-3

(PENGETAHUAN)

A. Untuk soal I

Jawaban benar untuk masing-masing butir soal diberi skor 1 dan jawaban salah diberi skor 0.

Penentuan Skor A = _____ X 4

B. Untuk soal II:

Jawaban benar untuk masing-masing butir soal diberi skor 2, jawaban salah diberi skor 1, dan jawaban kosong/tidak menjawab diberi skor 0.

Penentuan Skor B = _____ X 4

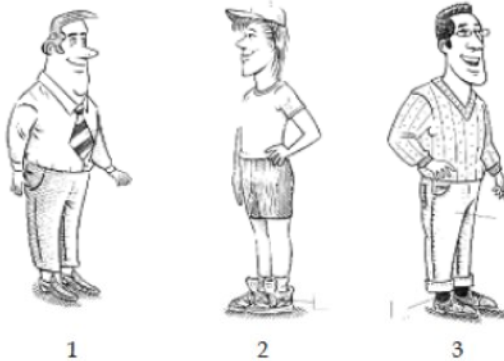
C. Penentuan skor akhir = Skor A + Skor B

Lampiran 5A

INSTRUMEN PENILAIAN KI-4 (KETRAMPILAN)



Your teacher will read the description of Cecep, Dodi, and Joko. Which picture do you think matches the description? Listen to the teacher.



Pic 6.3 (Richards et.al., 2003)



Listen to the description of Mr. Cecep, Dodi, and Mr. Joko once again. Write T if the following statements are true or F if they are false.

	Statements	True	False
1.	Mr. Cecep is young.		
2.	Mr. Joko's hair is long.		
3.	Dodi is old.		
4.	Mr. Joko wears a hat.		
5.	Mr. Cecep is thin.		



Lampiran 5B

PETUNJUK PENENTUAN SKOR KI-4 (KETRAMPILAN)

A. Rubrik untuk penilaian ketrampilan berbicara

ASPEK	KETERANGAN	SKOR
Pelafalan	• Sangat jelas sehingga mudah dipahami.	4
	• Mudah dipahami meskipun pengaruh bahasa ibu dapat dideteksi.	3
	• Ada masalah pengucapan sehingga pendengar perlu konsentrasi penuh.	2
	• Ada masalah pengucapan yang serius sehingga tidak bisa dipahami.	1
Tatabahasa	• Tidak ada atau sedikit kesalahan tatabahasa.	4
	• Kadang-kadang ada kesalahan tetapi tidak mempengaruhi makna.	3
	• Sering membuat kesalahan sehingga makna sulit dipahami.	2
	• Kesalahan tatabahasa sangat parah sehingga tidak dapat dipahami.	1
Kosakata	• Menggunakan kosakata dan ungkapan yang tepat.	4
	• Kadang-kadang menggunakan kosakata yang kurang tepat sehingga harus menjelaskan lagi.	3
	• Sering menggunakan kosakata yang tidak tepat.	2
	• Kosakata sangat terbatas sehingga percakapan tidak mungkin terjadi.	1
Kelancaran	• Sangat lancar.	4
	• Kelancaran sedikit terganggu oleh masalah bahasa.	3
	• Sering ragu-ragu dan terhenti karena keterbatasan bahasa.	2
	• Bicara terputus-putus dan terhenti sehingga percakapan tidak mungkin terjadi.	1

B. Rumus Penghitungan Skor Akhir:

Skor Akhir = _____ X 4

Skor Maksimal = Banyaknya indikator x 4

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

001

Nama Sekolah : SMPN 15 Yogyakarta
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VII / 2
Tahun Pelajaran : 2014 / 2015
Materi Pokok : Teks Deskriptif
Kemampuan Berbahasa : Membaca
Alokasi Waktu : 2 x 40 menit
Karakter : Santun dan Percaya Diri

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

KOMPETENSI DASAR	INDIKATOR
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	1.1.1 Mengungkapkan rasa syukur setiap saat mendapat kesempatan belajar bahasa Inggris sebagai bahasa pengantar internasional. 1.1.2 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris. 1.1.3 Serius dalam melaksanakan setiap

	kegiatan pada pembelajaran Bahasa Inggris.
<p>2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>2.3 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman</p>	<p>2.1.1 Mendeskripsikan orang, binatang, maupun benda kepada teman dan guru dengan bahasa dan cara yang santun.</p> <p>2.1.2 Mendeskripsikan orang, hewan maupun benda dengan percaya diri.</p>
<p>3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p>3.1.1 Mengidentifikasi <i>fungsi sosial</i> dari teks deskriptif sesuai dengan konteks penggunaannya.</p> <p>3.1.2 Mengidentifikasi <i>struktur teks</i> dari teks deskriptif sesuai dengan konteks penggunaannya.</p> <p>3.1.3 Mengidentifikasi <i>unsur kebahasaan</i> dari teks deskriptif sesuai dengan konteks penggunaannya.</p>
<p>4.13 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks.</p>	<p>4.1.1 Memahami isi teks deskriptif secara pendek dan sederhana.</p> <p>4.1.2 Menyusun teks deskriptif secara lisan dan tulis dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.1.3 Memperagakan teks deskriptif secara lisan dan tulis dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.1.4 Menampilkan teks deskriptif secara lisan dan tulis menggunakan ungkapan sapaan dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>

C. TUJUAN PEMBELAJARAN

Setelah melaksanakan serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Siswa mengungkapkan rasa syukur setiap saat mendapat kesempatan belajar Bahasa Inggris.
2. Siswa bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.
3. Siswa serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.
4. Siswa terampil memahami isi teks deskriptif secara lisan dengan sangat pendek dan sederhana dengan sopan, jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
5. Siswa terampil menceritakan kembali teks deskriptif secara lisan dengan sangat pendek dan sederhana dengan sopan, jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
6. Siswa terampil mengidentifikasi fungsi sosial teks deskriptif secara lisan dan tulis sangat pendek dan sederhana.
7. Siswa terampil mengidentifikasi struktur teks deskriptif ungkapan sapaan dan pamitan secara lisan dan tulis sangat pendek dan sederhana.
8. Siswa terampil melafalkan teks deskriptif dengan ucapan, serta intonasi yang benar.
9. Siswa terampil menemukan makna kata / frasa / kalimat yang terdapat dalam teks deskriptif secara lisan dan tulis sangat pendek dan sederhana dengan sopan, jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
10. Siswa terampil melengkapi teks interpersonal rumpang yang melibatkan teks deskriptif secara tepat.
11. Siswa terampil menyusun teks deskriptif secara sederhana kepada guru dan teman setiap ada kesempatan komunikatif yang muncul.
12. Siswa terampil menyusun teks deskriptif secara sederhana dengan struktur teks yang tepat sesuai konteks.
13. Siswa terampil melafalkan teks deskriptif secara sederhana dengan intonasi, ucapan dan tekanan kata yang benar.

D. MATERI PEMBELAJARAN

- Fungsi sosial: Mendiskripsikan orang, binatang, atau **benda** untuk menumbuhkan pengetahuan, rasa memiliki ataupun menyayangi objek dalam deskriptif teks untuk menjalin hubungan interpersonal dengan guru dan teman.

- Struktur teks:
 - a. Identification
 - b. Description
- Unsur kebahasaan:
 - a. Specific participant
e.g. the little mouse, the donkey, the dog, and the cat.
 - b. Menggunakan simple present tense
e.g. there is a desk with a computer on it.
 - c. Penggunaan adjective (kata sifat) untuk memperjelas kata benda (noun)
e.g. she has blonde hair and big blue eyes.
 - d. Menggunakan attribute verb seperti be (am, is, are)
e.g. Mr Joko is handsome, his hair is curly.
 - e. Action verb (kata kerja yang menunjukkan sebuah kegiatan (run, sleep, walk)
e.g. my pet eats soft food like steamed rice, fish or bread
 - f. Makna kata berkaitan dengan tema berupa kata / frasa / kalimat yang berkaitan dengan deskriptif
 - Big (adj) : large in size or amount
 - Desk (n) : a type of table that you can work in the office/school desk
 - House (n) : home
 - Small (adj) : limited in size or amount
 - Garden (n) : a piece of land next to and belonging to a house
 - Homework (n) : work which teachers give their students to do at home
 - Kitchen (n) : a room where food is kept, prepared and cooked
 - Love (v) : to like something very much
 - Often (adv) : many times
 - Room (n) : a part of the inside of a building
 - g. Menyampaikan teks deskriptif dengan kosa kata, tata bahasa, ucapan, tekanan kata, dan intonasi yang benar

E. Metode Pembelajaran

Silent Card Shuffle Strategy, Scientific Approach dan Communicative Approach

F. Media, Alat, dan Sumber Pembelajaran

- Media: LCD, computer, video
- Alat/Bahan: Deskriptif teks + picture handout
- Sumber Belajar
 - ✓ Model ucapan dan tindakan guru menggunakan setiap tindakan komunikasi transaksional dan fungsional dengan benar, tepat, dan dengan sikap yang sesuai.
 - ✓ Contoh peragaan dalam bentuk video, gambar.
 - ✓ Contoh interaksi tertulis
 - ✓ Contoh teks tertulis
 - ✓ Teks atau latihan dari buku teks Bahasa Inggris

Asep Gunawan, dkk. 2013. When English rings the Bell. Jakarta: kemendikbud RI (halaman 111 - 120)

✓ Sumber dari internet, seperti:

- www.dailyenglish.com
- http://americanenglish.state.gov/files/ae/resource_files
- <http://learnenglish.britishcouncil.org/en/>

G. LANGKAH-LANGKAH PEMBELAJARAN

a. Pendahuluan (10 menit)

- 1) Guru memberi salam.
- 2) Guru mengajak peserta didik untuk mengawali kegiatan dengan berdoa.
- 3) Guru memeriksa kehadiran siswa.
- 4) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan mengajak peserta didik untuk merapikan kelas dan penampilan mereka.
- 5) Guru mengajukan pertanyaan tentang materi yang dipelajari sebelumnya.
- 6) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- 7) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

b. Kegiatan inti (60 menit)

Mengamati

- 1) Peserta didik diingatkan kembali apa yang di maksud dengan *descriptive text* (*generic structure, social function, example of descriptive text*)..
- 2) Peserta didik diingatkan kembali apa yang di maksud dengan *silent card shuffle strategy*.
- 3) Peserta didik memperhatikan aturan main dari *silent card shuffle strategy*.
- 4) Guru menunjukkan beberapa paket kartu yang berisi 20 kata beserta definisinya. Kata-kata tersebut diambil dari teks *descriptive* “ *Risa’s House* “.
- 5) Guru membagi siswa menjadi beberapa kelompok (tiap kelompok terdiri dari 4-5 anak).
- 6) Guru membagikan satu paket kartu untuk masing-masing kelompok.
- 7) Guru memberi instruksi pada siswa untuk memasang kata-kata tersebut dengan definisinya, namun dilarang berdiskusi atau berbicara dengan siswa lain.
- 8) Peserta didik menuliskan hal-hal yang belum diketahui berkaitan dengan teks yang guru telah berikan

Menanya

- 1) Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan isi, fungsi sosial, dan struktur teks, serta unsur kebahasaan dalam teks *Risa’s House*.
- 2) Dengan bimbingan guru merumuskan pertanyaan tentang bagaimana cara menulis/ menyusun teks deskriptif dengan benar.

Mencoba/Mengumpulkan Data atau Informasi

(Justify and refine)

- 1) Peserta didik mengklasifikasikan kartu-kartu tersebut kemudian guru memperbolehkan siswa untuk berbicara dan berdiskusi dalam satu kelompok.
- 2) Peserta didik diperbolehkan untuk mengganti susunan kartu mereka.

Mengasosiasi/Menganalisis Data atau Informasi

(Circulate and observe)

- 1) Guru memberi instruksi pada siswa untuk berkeliling dan melihat milik kelompok lain. Satu siswa tetap tinggal dalam kelompok, sementara yang lain mengamati kelompok lain.
- 2) Peserta didik diperbolehkan bertanya dan berdiskusi, tetapi tidak diperbolehkan mengganti susunan kartu mereka.

Mengomunikasikan

(Return and refine)

- 1) Siswa kembali ke kelompok mereka masing-masing.
- 2) Berdasarkan hasil observasi dari kelompok lain, siswa menentukan apakah akan merubah susunan kartu mereka atau tidak.

(Teacher debriefing)

- 3) Guru menunjukkan jawaban yang benar dari pasangan kata-kata tersebut dan siswa mengoreksi susunan kartu mereka.
- 4) Guru memberikan soal latihan tentang teks *Risa's House*.
- 5) Guru mendiskusikan jawaban dari soal latihan tersebut dengan siswa.
- 6) Guru menjelaskan isi dari teks deskriptif tersebut dan mendiskusikannya bersama siswa.

Mencipta

- 1) Secara berkelompok peserta didik menjawab pertanyaan mengenai teks deskriptif yang telah disediakan.
- 2) Secara berkelompok peserta didik membuat kalimat sesuai dengan pertanyaan yang telah disediakan.
- 3) Masing-masing kelompok mempresentasikan klasifikasi kartu dan jawaban mereka di depan kelas.

c. Penutup

- 1) Guru dan siswa secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- 2) Guru mengajukan pertanyaan kepada siswa untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
- 3) Guru memberikan tugas kepada siswa untuk berlatih membuat teks deskriptif di rumah
- 4) Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

H. PENILAIAN HASIL PEMBELAJARAN

1. Kompetensi sikap spiritual

- a. Jenis/Teknik Penilaian : Observasi dan penilaian diri
 b. Bentuk Instrumen : Lembar pengamatan dan lembar penilaian diri
 c. Kisi-kisi

No.	Butir Nilai	Indikator	Jumlah Butir Instrumen
1.	Bersyukur	Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.	1
		Serius dalam melaksanakan setiap kegiatan pada pembelajarn Bahasa Inggris.	1
		JUMLAH	2

d. Instrument : lihat *Lampiran 1A dan Lampiran IB*

e. Petunjuk Penentuan Penskoran : lihat Lampiran 3.

2. Kompetensi Sikap Sosial

- a. Jenis/Teknik Penilaian : Observasi dan penilaian diri
 b. Bentuk Instrumen : Lembar pengamatan dan lembar penilaian diri
 c. Kisi-kisi:

No.	Butir Nilai	Indikator	Jumlah Butir Instrumen
1.	Santun	Mendeskripsikan orang, binatang, maupun benda kepada teman dan guru dengan bahasa dan cara yang santun.	1
2.	Percaya diri	Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks materi teks deskriptif	1
		JUMLAH	2

d. Instrument : lihat *Lampiran 1A dan Lampiran IB*

e. Petunjuk Penentuan Penskoran : lihat Lampiran 3.

3. Kompetensi Pengetahuan

- a. Jenis/Teknik Penilaian : tes tertulis
 b. Bentuk Instrumen : mengklasifikasikan
 c. Kisi-kisi:

No.	Indikator	Jumlah butir soal	Nomor butir soal
1.	Di sajikan beberapa kata untuk mendeskripsikan benda, peserta didik di harapkan bisa mengklasifikasikan sesuai dengan tepat.	Task 1 (10 butir soal)	1-10
	JUMLAH	10	

d. Instrument : lihat *Lampiran 1A dan Lampiran IB*

e. Petunjuk Penentuan Penskoran : lihat Lampiran 3.

4. Keterampilan

- a. Jenis/Teknik Penilaian : tes tertulis
- b. Bentuk Instrumen : menulis, melengkapi, mengisi
- c. Kisi-kisi:

a. Tes tertulis

No.	Indikator	Jumlah Butir Soal	Nomor Butir Soal
1	Di sajikan pernyataan / ilustrasi situasi tertentu, peserta didik dapat menentukan jawaban dengan benar.	Task 1 (8 butir soal)	1-8
	JUMLAH	8	

b. Tes praktik

No.	Indikator	Jumlah Butir Soal
1.	Di sajikan 2 ilustrasi yang berbeda, peserta didik dapat mempresentasikan jawaban mereka di hadapan teman guru dan teman sekelas dengan lancar dan runtut.	2

Mengetahui, April 2015

Guru Pamong

Mahasiswa

Drs. Mujiraharja

Anis Fihayati

NIP. 1965 0526 1998 021 004

NIM. 11202241018

LAMPIRAN 1A

INSTRUMEN PENILAIAN SIKAP SPIRITUAL (LEMBAR OBSERVASI)

A. Petunjuk Umum

1. Instrumen penilaian sikap spiritual ini berupa Lembar Observasi.
2. Instrumen ini diisi oleh guru yang mengajar peserta didik yang dinilai.

B. Petunjuk Pengisian

Berdasarkan pengamatan Anda selama dua minggu terakhir, nilailah sikap setiap peserta didik Anda dengan memberi skor 4, 3, 2, atau 1 pada *Lembar Observasi* dengan ketentuan sebagai berikut:

4 = apabila SELALU melakukan perilaku yang diamati

3 = apabila SERING melakukan perilaku yang diamati

2 = apabila KADANG-KADANG melakukan perilaku yang diamati.

1 = apabila TIDAK PERNAH melakukan perilaku yang diamati.

C. Lembar Observasi

LEMBAR OBSERVASI

Kelas : ...

Semester : ...

Tahun Pelajaran : ...

Periode Pengamatan : Tanggal ... s.d. ...

Butir Nilai : Bersyukur

Indikator Sikap :

1. Bersemangat dalam melaksanakan setiap pada pembelajaran Bahasa Inggris.
2. Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.

No.	Nama Peserta Didik	Skor Indikator Sikap Spiritual (1-4)		Jumlah Perolehan Skor	Skor Akhir	Tuntas/Tidak Tuntas
1.						
2.						
3.						
4.	...					

Guru Mata Pelajaran,

NIP.

LAMPIRAN 1B

INTRUMEN PENILAIAN KI-1 (SIKAP SPIRITUAL)

LEMBAR PENILAIAN DIRI

A. Petunjuk Umum

1. Instrumen penilaian sikap spiritual berupa Lembar Penilaian diri.
2. Instrumen ini diisi oleh PESERTA DIDIK untuk menilai dirinya sendiri.

B. Petunjuk Pengisian

1. Berdasarkan perilaku kalian selama dua minggu terakhir, nilailah sikap diri kalian sendiri dengan memberi tanda centang (✓) pada kolom skor 4, 3, 2, atau 1 pada *Lembar Penilaian Diri* dengan ketentuan sebagai berikut:

4 = apabila SELALU melakukan perilaku yang diamati

3 = apabila SERING melakukan perilaku yang diamati

2 = apabila KADANG-KADANG melakukan perilaku yang diamati.

1 = apabila TIDAK PERNAH melakukan perilaku yang diamati.

2. Kolom SKOR AKHIR dan KETUNTASAN diisi oleh guru.

C. Lembar Penilaian Diri

LEMBAR PENILAIAN DIRI

Kelas : ...

Semester : ...

Tahun Pelajaran : ...

Periode Pengamatan : Tanggal ... s.d. ...

Butir Nilai : Bersyukur

Indikator Sikap :

1. Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.
2. Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.

No.	Pernyataan	Skor				Perolehan Skor	Skor Akhir	Tuntas/ Tidak Tuntas
		1	2	3	4			
1.	Saya bersemangat dalam melaksanakan setiap kegiatan pada							

	pembelajaran Bahasa Inggris.							
2.	Saya serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.							
Jumlah								

Peserta didik,

LAMPIRAN 2A

INSTRUMEN PENILAIAN KI-2 (SIKAP SOSIAL)

LEMBAR OBSERVASI

D. Petunjuk Umum

3. Instrumen penilaian sikap spiritual ini berupa Lembar Observasi.
4. Instrumen ini diisi oleh guru yang mengajar peserta didik yang dinilai.

E. Petunjuk Pengisian

Berdasarkan pengamatan Anda selama dua minggu terakhir, nilailah sikap setiap peserta didik Anda dengan memberi skor 4, 3, 2, atau 1 pada *Lembar Observasi* dengan ketentuan sebagai berikut:

- 4 = apabila SELALU melakukan perilaku yang diamati
- 3 = apabila SERING melakukan perilaku yang diamati
- 2 = apabila KADANG-KADANG melakukan perilaku yang diamati.
- 1 = apabila TIDAK PERNAH melakukan perilaku yang diamati.

F. Lembar Observasi

LEMBAR OBSERVASI

Kelas : ...

Semester : ...

Tahun Pelajaran : ...

Periode Pengamatan : Tanggal ... s.d. ...

Butir Nilai : Menunjukkan perilaku **santun** dan **percaya diri** dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

Indikator Sikap :

1. Menyapa guru dan teman menggunakan Bahasa Inggris yang berterima dan santun.
2. Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks / materi teks deskriptif dengan menghargai kinerja yang baik, serta responsnya dengan santun.

No.	Nama Peserta Didik	Skor Indikator Sikap Sosial		Jumlah Perolehan Skor	Skor Akhir	Tuntas/ Tidak Tuntas
		Indikator 1	Indikator 2			
1.						
2.						
3.						
4.					

LAMPIRAN 2B

INSTRUMEN PENILAIAN KI-2 (SIKAP SOSIAL)

LEMBAR PENILAIAN DIRI

A. Petunjuk Umum

1. Instrumen penilaian sikap sosial ini berupa *Lembar Penilaian Diri*.
2. Instrumen ini diisi oleh PESERTA DIDIK untuk menilai dirinya sendiri.

B. Petunjuk Pengisian

1. Berdasarkan perilaku kalian selama dua minggu terakhir, nilailah sikap diri kalian sendiri dengan memberi tanda centang (√) pada kolom skor 4, 3, 2, atau 1 pada *Lembar Penilaian Diri* dengan ketentuan sebagai berikut:

- 4 = apabila SELALU melakukan perilaku yang diamati
- 3 = apabila SERING melakukan perilaku yang diamati
- 2 = apabila KADANG-KADANG melakukan perilaku yang diamati.
- 1 = apabila TIDAK PERNAH melakukan perilaku yang diamati.

2. Kolom SKOR AKHIR dan KETUNTASAN diisi oleh guru.

D. Lembar Penilaian Diri

LEMBAR PENILAIAN DIRI

Kelas : ...

Semester : ...

Tahun Pelajaran : ...

Periode Pengamatan : Tanggal ... s.d. ...

Butir Nilai : Menunjukkan perilaku **santun** dan **percaya diri** dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

Indikator Sikap :

1. Menyapa guru dan teman menggunakan Bahasa Inggris yang berterima dan santun.

Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/ materi teks deskriptif dengan menghargai kinerja yang baik, serta responsnya dengan santun.

No.	Pernyataan	Skor				Perolehan Skor	Skor Akhir	Nilai	Tuntas /Tidak Tuntas
		1	2	3	4				
Saat pembelajaran Bahasa Inggris saya:									
1.	Menyapa guru dan teman menggunakan Bahasa Inggris yang berterima dan santun.								
2.	Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/ materi teks deskriptif dengan menghargai kinerja yang baik, serta responsnya dengan santun.								
JUMLAH									

Peserta didik

LAMPIRAN 3A

PETUNJUK PENGHITUNGAN SKOR KI-1 & KI-2 (SIKAP SPIRITUAL & SIKAP SOSIAL)

1. Rumus Penghitungan Skor Akhir

$$\text{Skor Akhir} = \frac{\text{Skor yang diperoleh}}{\text{Skor Maksimal}} \times 4$$

$$\text{Skor Maksimal} = \text{Banyaknya Indikator} \times 4$$

$$\text{Skor Maksimal} = \text{Banyaknya Indikator} \times 4$$

2. Kategori nilai sikap peserta didik didasarkan pada Permendikbud No 81A Tahun 2013 yaitu:

Sangat Baik (SB) : apabila memperoleh Skor Akhir: $3,3 < \text{Skor Akhir} \leq 4,00$

Baik (B) : apabila memperoleh Skor Akhir: $2,33 < \text{Skor Akhir} \leq 3,33$

Cukup (C) : apabila memperoleh Skor Akhir: $1,33 < \text{Skor Akhir} \leq 2,33$

Kurang (K) : apabila memperoleh Skor Akhir: $\text{Skor Akhir} \leq 1,33$

Lampiran 4A

INSTRUMEN PENILAIAN K-3 (PENGETAHUAN)

Read the words below and find the correct definitions in the text of Risa's house.

1. A big	large in size or amount
2. A desk	a type of table that you can work at in the office/school desk
3. A house	home
4. A small	limited in size or amount
5. Garden	a piece of land next to and belonging to a house
6. Homework	work which teachers give their students to do at home
7. Kitchen	a room where food is kept, prepared and cooked
8. Love	to like something very much
9. Often	many times

10. The room	a part of the inside of a building
--------------	------------------------------------

Lampiran 4B

PETUNJUK PENGHITUNGAN SKOR KI-3

(PENGETAHUAN)

A. Untuk soal I

Jawaban benar untuk masing-masing butir soal diberi skor 1 dan jawaban salah diberi skor 0.

Penentuan Skor A = _____ X 4

B. Penentuan skor akhir = Skor A + Skor B

Lampiran 5A

INSTRUMEN PENILAIAN KI-4

(KETRAMPILAN)

Read the following text about Risa's house. Then, answer the questions.

1. How many floors has Risa's house got?
2. What are the rooms on the first floor?
3. What are the rooms on the second floor?
4. Who has the big bedroom?
5. Who has the small bedroom?
6. What is the colour of Risa's bedroom wall?
7. What is in front of the house?
8. Who often plays in the garden?

Lampiran 5B

PETUNJUK PENENTUAN SKOR KI-4 (KETRAMPILAN)

A. Rubrik untuk penilaian ketrampilan berbicara

ASPEK	KETERANGAN	SKOR
Pelafalan	• Sangat jelas sehingga mudah dipahami.	4
	• Mudah dipahami meskipun pengaruh bahasa ibu dapat dideteksi.	3
	• Ada masalah pengucapan sehingga pendengar perlu konsentrasi penuh.	2
	• Ada masalah pengucapan yang serius sehingga tidak bisa dipahami.	1
Tatabahasa	• Tidak ada atau sedikit kesalahan tatabahasa.	4
	• Kadang-kadang ada kesalahan tetapi tidak mempengaruhi makna.	3
	• Sering membuat kesalahan sehingga makna sulit dipahami.	2
	• Kesalahan tatabahasa sangat parah sehingga tidak dapat dipahami.	1
Kosakata	• Menggunakan kosakata dan ungkapan yang tepat.	4

	<ul style="list-style-type: none"> • Kadang-kadang menggunakan kosakata yang kurang tepat sehingga harus menjelaskan lagi. • Sering menggunakan kosakata yang tidak tepat. • Kosakata sangat terbatas sehingga percakapan tidak mungkin terjadi. 	3 2 1
Kelancaran	<ul style="list-style-type: none"> • Sangat lancar. • Kelancaran sedikit terganggu oleh masalah bahasa. • Sering ragu-ragu dan terhenti karena keterbatasan bahasa. • Bicara terputus-putus dan terhenti sehingga percakapan tidak mungkin terjadi. 	4 3 2 1

B. Rumus Penghitungan Skor Akhir:

$$\text{Skor Akhir} = \frac{\text{Skor yang diperoleh}}{\text{Skor Maksimal}} \times 4$$

$$\text{Skor Maksimal} = \text{Banyaknya indikator} \times 4$$

Lampiran 6

INSTRUMENT KARTU dan SOAL

(KARTU)



Read the words below and find the correct definitions in the text of Risa's house.

1) A big	large in size or amount
2) A desk	a type of table that you can work at in the office/school desk
3) A house	home
4) A small	limited in size or amount
5) Garden	a piece of land next to and belonging to a house
6) Homework	work which teachers give their students to do at home
7) Kitchen	a room where food is kept, prepared and cooked
8) Love	to like something very much
9) Often	many times
10) The room	a part of the inside of a building

SOAL

Read the following text about Risa's house. Then, answer the questions.

My House

My house is on Jl. Kartini. It is big and nice.

It has two floors. It has a living room, a small kitchen, and a bathroom on the first floor. On the second floor there are three bedrooms and a bathroom. My parents' bedroom is big. My brother's room is next to my room. My room is small but I like it. It has light green wall. There is a desk with a computer on it. I do homework there. There is also a nice garden in front of my house and I often play in the garden. We love our house.



Picture 7.22

1. How many floors has Risa's house got?
2. What are the rooms on the first floor?
3. What are the rooms on the second floor?
4. Who has the big bedroom?
5. Who has the small bedroom?
6. What is the colour of Risa's bedroom wall?
7. What is in front of the house?
8. Who often plays in the garden?

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

002

Nama Sekolah : SMPN 15 Yogyakarta
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VII / 2
Tahun Pelajaran : 2014 / 2015
Materi Pokok : Teks Deskriptif
Kemampuan Berbahasa : Membaca
Alokasi Waktu : 2 x 40 menit
Karakter : Santun dan Percaya Diri

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

KOMPETENSI DASAR	INDIKATOR
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	1.1.1 Mengungkapkan rasa syukur setiap saat mendapat kesempatan belajar bahasa Inggris sebagai bahasa pengantar internasional. 1.1.2 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris. 1.1.3 Serius dalam melaksanakan setiap

	kegiatan pada pembelajaran Bahasa Inggris.
2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	2.1.1 Mendeskripsikan orang, binatang, maupun benda kepada teman dan guru dengan bahasa dan cara yang santun.
2.3 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	2.1.2 Mendeskripsikan orang, hewan maupun benda dengan percaya diri.
3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.1.1 Mengidentifikasi <i>fungsi sosial</i> dari teks deskriptif sesuai dengan konteks penggunaannya. 3.1.2 Mengidentifikasi <i>struktur teks</i> dari teks deskriptif sesuai dengan konteks penggunaannya. 3.1.3 Mengidentifikasi <i>unsur kebahasaan</i> dari teks deskriptif sesuai dengan konteks penggunaannya.
4.13 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks.	4.1.1 Memahami isi teks deskriptif secara pendek dan sederhana. 4.1.2 Menyusun teks deskriptif secara lisan dan tulis dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.1.3 Memperagakan teks deskriptif secara lisan dan tulis dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.1.4 Menampilkan teks deskriptif secara lisan dan tulis menggunakan ungkapan sapaan dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. TUJUAN PEMBELAJARAN

Setelah melaksanakan serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Siswa mengungkapkan rasa syukur setiap saat mendapat kesempatan belajar Bahasa Inggris.
2. Siswa bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.
3. Siswa serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.
4. Siswa terampil memahami isi teks deskriptif secara lisan dengan sangat pendek dan sederhana dengan sopan, jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
5. Siswa terampil menceritakan kembali teks deskriptif secara lisan dengan sangat pendek dan sederhana dengan sopan, jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
6. Siswa terampil mengidentifikasi fungsi sosial teks deskriptif secara lisan dan tulis sangat pendek dan sederhana.
7. Siswa terampil mengidentifikasi struktur teks deskriptif ungkapan sapaan dan pamitan secara lisan dan tulis sangat pendek dan sederhana.
8. Siswa terampil melafalkan teks deskriptif dengan ucapan, serta intonasi yang benar.
9. Siswa terampil menemukan makna kata / frasa / kalimat yang terdapat dalam teks deskriptif secara lisan dan tulis sangat pendek dan sederhana dengan sopan, jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
10. Siswa terampil melengkapi teks interpersonal rumpang yang melibatkan teks deskriptif secara tepat.
11. Siswa terampil menyusun teks deskriptif secara sederhana kepada guru dan teman setiap ada kesempatan komunikatif yang muncul.
12. Siswa terampil menyusun teks deskriptif secara sederhana dengan struktur teks yang tepat sesuai konteks.
13. Siswa terampil melafalkan teks deskriptif secara sederhana dengan intonasi, ucapan dan tekanan kata yang benar.

D. MATERI PEMBELAJARAN

- Fungsi sosial: Mendiskripsikan orang, binatang, atau **benda** untuk menumbuhkan pengetahuan, rasa memiliki ataupun menyayangi objek dalam deskriptif teks untuk menjalin hubungan interpersonal dengan guru dan teman.
- Struktur teks:
 - a. Identification
 - b. Description

- Unsur kebahasaan:
 - a. Specific participant
e.g. the little mouse, the donkey, the dog, and the cat.
 - b. Menggunakan simple present tense
e.g. there is a desk with a computer on it.
 - c. Penggunaan adjective (kata sifat) untuk memperjelas kata benda (noun)
e.g. she has blonde hair and big blue eyes.
 - d. Menggunakan attribute verb seperti be (am, is, are)
e.g. Mr Joko is handsome, his hair is curly.
 - e. Action verb (kata kerja yang menunjukkan sebuah kegiatan (run, sleep, walk)
e.g. my pet eats soft food like steamed rice, fish or bread
 - f. Makna kata berkaitan dengan tema berupa kata / frasa / kalimat yang berkaitan dengan deskriptif
 - Cage (n) : a space surrounded on all sides by bars or wire, in which animals or birds are kept
 - Shelf (n) : a long flat board fixed horizontally, usually against a wall or inside a cupboard
 - Wardrobe (n): a tall cupboard in which you hang your clothes
 - Clean (adj) : not dirty
 - Bathroom (n) : a room with a bath and/or shower
 - Doll (n) : a child's toy in the shape of a small person or baby
 - Clothes (n) : things such as dresses and trousers
 - Light (n) : brightness
 - Hamster (n) : small animal covered in fur with a short tail and large spaces
 - Now (adv) : at the present time
 - g. Menyampaikan teks deskriptif dengan kosa kata, tata bahasa, ucapan, tekanan kata, dan intonasi yang benar

E. Metode Pembelajaran

Silent Card Shuffle Strategy, Scientific Approach dan Communicative Approach

F. Media, Alat, dan Sumber Pembelajaran

- Media: LCD, computer, video
- Alat/Bahan: Deskriptif teks + picture handout
- Sumber Belajar
 - ✓ Model ucapan dan tindakan guru menggunakan setiap tindakan komunikasi transaksional dan fungsional dengan benar, tepat, dan dengan sikap yang sesuai.
 - ✓ Contoh peragaan dalam bentuk video, gambar.
 - ✓ Contoh interaksi tertulis
 - ✓ Contoh teks tertulis
 - ✓ Teks atau latihan dari buku teks Bahasa Inggris

Asep Gunawan, dkk. 2013. When English rings the Bell. Jakarta: kemendikbud RI (halaman 111 - 120)

✓ Sumber dari internet, seperti:

- www.dailyenglish.com
- http://americanenglish.state.gov/files/ae/resource_files
- <http://learnenglish.britishcouncil.org/en/>

G. LANGKAH-LANGKAH PEMBELAJARAN

a. Pendahuluan (10 menit)

- 1) Guru memberi salam.
- 2) Guru mengajak peserta didik untuk mengawali kegiatan dengan berdoa.
- 3) Guru memeriksa kehadiran siswa.
- 4) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan mengajak peserta didik untuk merapikan kelas dan penampilan mereka.
- 5) Guru mengajukan pertanyaan tentang materi yang dipelajari sebelumnya.
- 6) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- 7) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

b. Kegiatan inti (60 menit)

Mengamati

- 1) Peserta didik di ingatkan kembali aturan main dari *silent card shuffle strategy*.
- 2) Guru menunjukkan beberapa paket kartu yang berisi 10 kata beserta 10 definisinya dan 10 gambar. Kata-kata tersebut diambil dari teks *descriptive "Sinta's bedroom"*.
- 3) Guru membagi siswa menjadi beberapa kelompok (tiap kelompok terdiri dari 4-5 anak).
- 4) Guru membagikan satu paket kartu untuk masing-masing kelompok.
- 5) Guru memberi instruksi pada siswa untuk memasang kata-kata tersebut dengan definisinya, namun dilarang berdiskusi atau berbicara dengan siswa lain.
- 6) Peserta didik menuliskan hal-hal yang belum diketahui berkaitan dengan teks yang guru telah berikan

Menanya

- 1) Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan isi, fungsi sosial, dan struktur teks, serta unsur kebahasaan dalam teks *Sinta's bedroom*
- 2) Dengan bimbingan guru merumuskan pertanyaan tentang bagaimana cara menulis/ menyusun teks deskriptif dengan benar.

Mencoba/Mengumpulkan Data atau Informasi (Justify and refine)

- 1) Peserta didik mengklasifikasikan kartu-kartu tersebut kemudian guru memperbolehkan siswa untuk berbicara dan berdiskusi dalam satu kelompok.
- 2) Peserta didik diperbolehkan untuk mengganti susunan kartu mereka.

Mengasosiasi/Menganalisis Data atau Informasi

(Circulate and observe)

- 1) Guru memberi instruksi pada siswa untuk berkeliling dan melihat milik kelompok lain. Satu siswa tetap tinggal dalam kelompok, sementara yang lain mengamati kelompok lain.
- 2) Peserta didik diperbolehkan bertanya dan berdiskusi, tetapi tidak diperbolehkan mengganti susunan kartu mereka.

Mengomunikasikan

(Return and refine)

- 1) Siswa kembali ke kelompok mereka masing-masing.
- 2) Berdasarkan hasil observasi dari kelompok lain, siswa menentukan apakah akan merubah susunan kartu mereka atau tidak.

(Teacher debriefing)

- 3) Guru menunjukkan jawaban yang benar dari pasangan kata-kata dan definisi beserta gambar dan siswa mengoreksi susunan kartu mereka.
- 4) Guru memberikan soal latihan tentang teks *Sinta's bedroom*.
- 5) Guru mendiskusikan jawaban dari soal latihan tersebut dengan siswa.
- 6) Guru menjelaskan isi dari teks deskriptif tersebut dan mendiskusikannya bersama siswa.

Mencipta

- 1) Secara berkelompok peserta didik menjawab pertanyaan mengenai teks deskriptif yang telah disediakan.
- 2) Secara berkelompok peserta didik membuat kalimat sesuai dengan pertanyaan yang telah disediakan.
- 3) Masing-masing kelompok mempresentasikan klasifikasi kartu dan jawaban mereka di depan kelas.

c. Penutup

- 1) Guru dan siswa secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- 2) Guru mengajukan pertanyaan kepada siswa untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
- 3) Guru memberikan tugas kepada siswa untuk berlatih membuat teks deskriptif di rumah
- 4) Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

H. PENILAIAN HASIL PEMBELAJARAN

1. Kompetensi sikap spiritual
 - a. Jenis/Teknik Penilaian : Observasi dan penilaian diri
 - b. Bentuk Instrumen : Lembar pengamatan dan lembar penilaian diri
 - c. Kisi-kisi

No.	Butir Nilai	Indikator	Jumlah Butir Instrument
1.	Bersyukur	Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris. Serius dalam melaksanakan setiap kegiatan pada pembelajarn Bahasa Inggris.	1 1
		JUMLAH	2

d. Instrument : lihat *Lampiran 1A dan Lampiran IB*

e. Petunjuk Penentuan Penskoran : lihat Lampiran 3.

2. Kompetensi Sikap Sosial

a. Jenis/Teknik Penilaian : Observasi dan penilaian diri

b. Bentuk Instrumen : Lembar pengamatan dan lembar penilaian diri

c. Kisi-kisi:

No.	Butir Nilai	Indikator	Jumlah Butir Instrumen
1.	Santun	Mendeskripsikan orang, binatang, maupun benda kepada teman dan guru dengan bahasa dan cara yang santun.	1
2.	Percaya diri	Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks materi teks deskriptif	1
		JUMLAH	2

d. Instrument : lihat *Lampiran 1A dan Lampiran IB*

e. Petunjuk Penentuan Penskoran : lihat Lampiran 3.

3. Kompetensi Pengetahuan

a. Jenis/Teknik Penilaian : tes tertulis

b. Bentuk Instrumen : mengklasifikasikan

c. Kisi-kisi:

No.	Indikator	Jumlah butir soal	Nomor butir soal
1.	Di sajikan beberapa kata untuk mendeskripsikan benda, peserta didik di harapkan bisa mengklasifikasikan	Task 1 dan Task 2 (10 butir soal)	1-10

	sesuai dengan tepat.		
	JUMLAH	10	

d. Instrument : lihat *Lampiran 1A dan Lampiran 1B*

e. Petunjuk Penentuan Penskoran : lihat Lampiran 3.

4. Keterampilan

a. Jenis/Teknik Penilaian : tes tertulis

b. Bentuk Instrumen : menulis, melengkapi, mengisi

c. Kisi-kisi:

a. Tes tertulis

No.	Indikator	Jumlah Butir Soal	Nomor Butir Soal
1	Di sajikan ilustrasi situasi tertentu, peserta didik dapat menentukan jawaban dengan benar	Task 2 (7 butir soal)	1-7
	JUMLAH	7	

b. Tes praktik

No.	Indikator	Jumlah Butir Soal
1.	Di sajikan 2 ilustrasi yang berbeda, peserta didik dapat mempresentasikan jawaban mereka di hadapan teman guru dan teman sekelas dengan lancar dan runtut.	2

Mengetahui, April 2015

Guru Pamong

Mahasiswa

Drs. Mujiraharja

Anis Fihayati

NIP. 1965 0526 1998 021 004

NIM. 11202241018

LAMPIRAN 1A

INSTRUMEN PENILAIAN SIKAP SPIRITUAL

(LEMBAR OBSERVASI)

A. Petunjuk Umum

1. Instrumen penilaian sikap spiritual ini berupa Lembar Observasi.
2. Instrumen ini diisi oleh guru yang mengajar peserta didik yang dinilai.

B. Petunjuk Pengisian

Berdasarkan pengamatan Anda selama dua minggu terakhir, nilailah sikap setiap peserta didik Anda dengan memberi skor 4, 3, 2, atau 1 pada *Lembar Observasi* dengan ketentuan sebagai berikut:

4 = apabila SELALU melakukan perilaku yang diamati

3 = apabila SERING melakukan perilaku yang diamati

2 = apabila KADANG-KADANG melakukan perilaku yang diamati.

1 = apabila TIDAK PERNAH melakukan perilaku yang diamati.

C. Lembar Observasi**LEMBAR OBSERVASI**

Kelas : ...

Semester : ...

Tahun Pelajaran : ...

Periode Pengamatan : Tanggal ... s.d. ...

Butir Nilai : Bersyukur

Indikator Sikap :

1. Bersemangat dalam melaksanakan setiap pada pembelajaran Bahasa Inggris.
2. Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.

No.	Nama Peserta Didik	Skor Indikator Sikap Spiritual (1-4)		Jumlah Perolehan Skor	Skor Akhir	Tuntas/ Tidak Tuntas
1.						
2.						
3.						
4.	...					

Guru Mata Pelajaran,

NIP.

LAMPIRAN 1B**INTRUMEN PENILAIAN KI-1 (SIKAP SPIRITUAL)****LEMBAR PENILAIAN DIRI**

A. Petunjuk Umum

1. Instrumen penilaian sikap spiritual berupa Lembar Penilaian diri.
2. Instrumen ini diisi oleh PESERTA DIDIK untuk menilai dirinya sendiri.

B. Petunjuk Pengisian

1. Berdasarkan perilaku kalian selama dua minggu terakhir, nilailah sikap diri kalian sendiri dengan memberi tanda centang (✓) pada kolom skor 4, 3, 2, atau 1 pada *Lembar Penilaian Diri* dengan ketentuan sebagai berikut:

4 = apabila SELALU melakukan perilaku yang diamati

3 = apabila SERING melakukan perilaku yang diamati

2 = apabila KADANG-KADANG melakukan perilaku yang diamati.

1 = apabila TIDAK PERNAH melakukan perilaku yang diamati.

- 2. Kolom SKOR AKHIR dan KETUNTASAN diisi oleh guru.**

C. Lembar Penilaian Diri

LEMBAR PENILAIAN DIRI

Kelas : ...

Semester : ...

Tahun Pelajaran : ...

Periode Pengamatan : Tanggal ... s.d. ...

Butir Nilai : Bersyukur

Indikator Sikap :

1. Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.
2. Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.

No.	Pernyataan	Skor				Perolehan Skor	Skor Akhir	Tuntas/ Tidak Tuntas
		1	2	3	4			
1.	Saya bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.							
2.	Saya serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.							
Jumlah								

Peserta didik,

LAMPIRAN 2A

INSTRUMEN PENILAIAN KI-2 (SIKAP SOSIAL) LEMBAR OBSERVASI

D. Petunjuk Umum

3. Instrumen penilaian sikap spiritual ini berupa Lembar Observasi.
4. Instrumen ini diisi oleh guru yang mengajar peserta didik yang dinilai.

E. Petunjuk Pengisian

Berdasarkan pengamatan Anda selama dua minggu terakhir, nilailah sikap setiap peserta didik Anda dengan memberi skor 4, 3, 2, atau 1 pada *Lembar Observasi* dengan ketentuan sebagai berikut:

- 4 = apabila SELALU melakukan perilaku yang diamati
- 3 = apabila SERING melakukan perilaku yang diamati
- 2 = apabila KADANG-KADANG melakukan perilaku yang diamati.
- 1 = apabila TIDAK PERNAH melakukan perilaku yang diamati.

F. Lembar Observasi

LEMBAR OBSERVASI

Kelas : ...

Semester : ...

Tahun Pelajaran : ...

Periode Pengamatan : Tanggal ... s.d. ...

Butir Nilai : Menunjukkan perilaku **santun** dan **percaya diri** dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

Indikator Sikap :

1. Menyapa guru dan teman menggunakan Bahasa Inggris yang berterima dan santun.
2. Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks / materi teks deskriptif dengan menghargai kinerja yang baik, serta responsnya dengan santun.

No.	Nama Peserta Didik	Skor Indikator Sikap Sosial	Jumlah Perolehan	Skor Akhir	Tuntas/Tidak
-----	--------------------	-----------------------------	------------------	------------	--------------

		Indikator 1	Indikator 2	Skor		Tuntas
1.						
2.						
3.						
4.					

LAMPIRAN 2B

INSTRUMEN PENILAIAN KI-2 (SIKAP SOSIAL)

LEMBAR PENILAIAN DIRI

A. Petunjuk Umum

1. Instrumen penilaian sikap sosial ini berupa *Lembar Penilaian Diri*.
2. Instrumen ini diisi oleh PESERTA DIDIK untuk menilai dirinya sendiri.

B. Petunjuk Pengisian

1. Berdasarkan perilaku kalian selama dua minggu terakhir, nilailah sikap diri kalian sendiri dengan memberi tanda centang (√) pada kolom skor 4, 3, 2, atau 1 pada *Lembar Penilaian Diri* dengan ketentuan sebagai berikut:

- 4 = apabila SELALU melakukan perilaku yang diamati
- 3 = apabila SERING melakukan perilaku yang diamati
- 2 = apabila KADANG-KADANG melakukan perilaku yang diamati.
- 1 = apabila TIDAK PERNAH melakukan perilaku yang diamati.

2. Kolom SKOR AKHIR dan KETUNTASAN diisi oleh guru.

D. Lembar Penilaian Diri

LEMBAR PENILAIAN DIRI

Kelas : ...

Semester : ...

Tahun Pelajaran : ...

Periode Pengamatan : Tanggal ... s.d. ...

Butir Nilai : Menunjukkan perilaku **santun** dan **percaya diri** dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

Indikator Sikap :

1. Menyapa guru dan teman menggunakan Bahasa Inggris yang berterima dan santun.

Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/ materi teks deskriptif dengan menghargai kinerja yang baik, serta responsnya dengan santun.

No.	Pernyataan	Skor				Perolehan Skor	Skor Akhir	Nilai	Tuntas /Tidak Tuntas
		1	2	3	4				
Saat pembelajaran Bahasa Inggris saya:									
1.	Menyapa guru dan teman menggunakan Bahasa Inggris yang berterima dan santun.								
2.	Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/ materi teks deskriptif dengan menghargai kinerja yang baik, serta responsnya dengan santun.								
JUMLAH									

Peserta didik

LAMPIRAN 3A

PETUNJUK PENGHITUNGAN SKOR KI-1 & KI-2

(SIKAP SPIRITUAL & SIKAP SOSIAL)

1. Rumus Penghitungan Skor Akhir

Skor Akhir = $\frac{\text{Skor Diketahui}}{\text{Skor Maksimal}} \times 4$

Skor Maksimal = Banyaknya Indikator x 4

Skor Maksimal = Banyaknya Indikator x 4

2. Kategori nilai sikap peserta didik didasarkan pada Permendikbud No 81A Tahun 2013 yaitu:

Sangat Baik (SB) : apabila memperoleh Skor Akhir: $3,3 < \text{Skor Akhir} \leq 4,00$

Baik (B) : apabila memperoleh Skor Akhir: $2,33 < \text{Skor Akhir} \leq 3,33$




Cukup (C) : apabila memperoleh Skor Akhir: $1,33 < \text{Skor Akhir} \leq 2,33$







Kurang (K) : apabila memperoleh Skor Akhir: $\text{Skor Akhir} \leq 1,33$


Lampiran 4A

INSTRUMEN PENILAIAN K-3 (PENGETAHUAN)

Read the words below and find the correct definitions and the pictures

1. CAGE	a space surrounded on all sides by bars or wire, in which animals or birds are kept	
2. A SHELF	a long flat board fixed horizontally, usually on a wall or inside a cupboard	
3. A WARDROBE	a tall cupboard in which you hang your clothes	

4. CLEAN	not dirty	
5. BATHROOM	a room with a bath and/or shower	
6. DOLL	a child's toy in the shape of a small person or baby	
7. CLOTHES	things such as dresses and trousers	
8. LIGHT	brightness	
9. HAMSTER	small animal covered in fur with a short tail and large spaces	

10. NOW	at the present time	
---------	---------------------	---

Lampiran 4B

PETUNJUK PENGHITUNGAN SKOR KI-3

(PENGETAHUAN)

A. Untuk soal I

Jawaban benar untuk masing-masing butir soal diberi skor 1 dan jawaban salah diberi skor 0.

Penentuan Skor A = _____ X 4

B. Penentuan skor akhir = Skor A + Skor B

Lampiran 5A

INSTRUMEN PENILAIAN KI-4

(KETRAMPILAN)

Study the following dialogue. Then put a tick (V) in the column if the statement is true and put a cross (X) in the column if the statement is false.

No	Statement	True	False
1.	Sinta's bedroom has blue wall		
2.	There is no a wardrobe in Sinta's room		
3.	There is a bookshelf in Sinta's room		
4.	There is a cage in Sinta's room		
5.	The cage is very dirty		
6.	Sinta cleans the hamster and the cage everyday		
7.	Sinta's father allows her to put any posters on her bedroom wall		

Lampiran 5B

PETUNJUK PENENTUAN SKOR KI-4 (KETRAMPILAN)

A. Rubrik untuk penilaian ketrampilan berbicara

ASPEK	KETERANGAN	SKOR
Pelafalan	• Sangat jelas sehingga mudah dipahami.	4
	• Mudah dipahami meskipun pengaruh bahasa ibu dapat dideteksi.	3
	• Ada masalah pengucapan sehingga pendengar perlu konsentrasi penuh.	2
	• Ada masalah pengucapan yang serius sehingga tidak bisa dipahami.	1
Tatabahasa	• Tidak ada atau sedikit kesalahan tatabahasa.	4
	• Kadang-kadang ada kesalahan tetapi tidak mempengaruhi makna.	3
	• Sering membuat kesalahan sehingga makna sulit dipahami.	2
	• Kesalahan tatabahasa sangat parah sehingga tidak dapat dipahami.	1
Kosakata	• Menggunakan kosakata dan ungkapan yang tepat.	4
	• Kadang-kadang menggunakan kosakata yang kurang tepat sehingga harus menjelaskan lagi.	3
	• Sering menggunakan kosakata yang tidak tepat.	2
	• Kosakata sangat terbatas sehingga percakapan tidak mungkin terjadi.	1
Kelancaran	• Sangat lancar.	4
	• Kelancaran sedikit terganggu oleh masalah bahasa.	3
	• Sering ragu-ragu dan terhenti karena keterbatasan bahasa.	2
	• Bicara terputus-putus dan terhenti sehingga percakapan tidak mungkin terjadi.	1

B. Rumus Penghitungan Skor Akhir:





Skor Akhir = _____ X 4






Skor Maksimal = Banyaknya indikator x 4

Lampiran 6

INSTRUMENT KARTU dan SOAL

KARTU

1. CAGE	a space surrounded on all sides by bars or wire, in which animals or birds are kept	
2. A SHELF	a long flat board fixed horizontally, usually on a wall or inside a cupboard	
3. A WARDROBE	a tall cupboard in which you hang your clothes	
4. CLEAN	not dirty	
5. BATHROOM	a room with a bath and/or shower	

6. DOLL	a child's toy in the shape of a small person or baby	
7. CLOTHES	things such as dresses and trousers	
8. LIGHT	brightness	
9. HAMSTER	small animal covered in fur with a short tail and large spaces	
10. NOW	at the present time	

SOAL

Study the following dialogue. Then put a tick (V) in the column if the statement is true and put a cross (X) in the column if the statement is false.

Sinta and Aji are talking about Sinta's bedroom.

Sinta : Guess what!
Aji : What?
Sinta : I have a nice bedroom now.
Aji : Really? Tell me about it.
Sinta : Well, it has light blue wall. There is a wardrobe for my clothes. There is also a shelf full of books and dolls and a cage of my hamster.
Aji : A cage in your bedroom? Are you positive?
Sinta : Absolutely. I love my hamster so much that I want to be with him every time.
Aji : Are you sure it is clean?
Sinta : Of course. I clean it everyday, both my hamster and the cage.
Aji : Is there a bathroom in your bedroom?
Sinta : Yes, there is.
Aji : Are there any posters on your bedroom wall?
Sinta : No. My father won't let me. I hang some of my pictures instead.
Aji : I see.

No	Statement	True	False
1.	Sinta's bedroom has blue wall		
2.	There is no a wardrobe in Sinta's room		
3.	There is a bookshelf in Sinta's room		
4.	There is a cage in Sinta's room		
5.	The cage is very dirty		
6.	Sinta cleans the hamster and the cage everyday		
7.	Sinta's father allows her to put any posters on her bedroom wall		

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

003

Nama Sekolah : SMPN 15 Yogyakarta
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VII / 2
Tahun Pelajaran : 2014 / 2015
Materi Pokok : Teks Deskriptif
Kemampuan Berbahasa : Membaca
Alokasi Waktu : 2 x 40 menit
Karakter : Santun dan Percaya Diri

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

KOMPETENSI DASAR	INDIKATOR
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	1.1.1 Mengungkapkan rasa syukur setiap saat mendapat kesempatan belajar bahasa Inggris sebagai bahasa pengantar internasional. 1.1.2 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran

	<p>Bahasa Inggris.</p> <p>1.1.3 Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.</p>
<p>2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>2.3 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman</p>	<p>2.1.1 Mendeskripsikan orang, binatang, maupun benda kepada teman dan guru dengan bahasa dan cara yang santun.</p> <p>2.1.2 Mendeskripsikan orang, hewan maupun benda dengan percaya diri.</p>
<p>3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p>3.1.1 Mengidentifikasi <i>fungsi sosial</i> dari teks deskriptif sesuai dengan konteks penggunaannya.</p> <p>3.1.2 Mengidentifikasi <i>struktur teks</i> dari teks deskriptif sesuai dengan konteks penggunaannya.</p> <p>3.1.3 Mengidentifikasi <i>unsur kebahasaan</i> dari teks deskriptif sesuai dengan konteks penggunaannya.</p>
<p>4.13 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks.</p>	<p>4.1.1 Memahami isi teks deskriptif secara pendek dan sederhana.</p> <p>4.1.2 Menyusun teks deskriptif secara lisan dan tulis dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.1.3 Memperagakan teks deskriptif secara lisan dan tulis dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.1.4 Menampilkan teks deskriptif secara lisan dan tulis menggunakan ungkapan sapaan dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>

C. TUJUAN PEMBELAJARAN

Setelah melaksanakan serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Siswa mengungkapkan rasa syukur setiap saat mendapat kesempatan belajar Bahasa Inggris.
2. Siswa bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.
3. Siswa serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.
4. Siswa terampil memahami isi teks deskriptif secara lisan dengan sangat pendek dan sederhana dengan sopan, jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
5. Siswa terampil menceritakan kembali teks deskriptif secara lisan dengan sangat pendek dan sederhana dengan sopan, jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
6. Siswa terampil mengidentifikasi fungsi sosial teks deskriptif secara lisan dan tulis sangat pendek dan sederhana.
7. Siswa terampil mengidentifikasi struktur teks deskriptif ungkapan sapaan dan pamitan secara lisan dan tulis sangat pendek dan sederhana.
8. Siswa terampil melafalkan teks deskriptif dengan ucapan, serta intonasi yang benar.
9. Siswa terampil menemukan makna kata / frasa / kalimat yang terdapat dalam teks deskriptif secara lisan dan tulis sangat pendek dan sederhana dengan sopan, jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
10. Siswa terampil melengkapi teks interpersonal rumpang yang melibatkan teks deskriptif secara tepat.
11. Siswa terampil menyusun teks deskriptif secara sederhana kepada guru dan teman setiap ada kesempatan komunikatif yang muncul.
12. Siswa terampil menyusun teks deskriptif secara sederhana dengan struktur teks yang tepat sesuai konteks.
13. Siswa terampil melafalkan teks deskriptif secara sederhana dengan intonasi, ucapan dan tekanan kata yang benar.

D. MATERI PEMBELAJARAN

- Fungsi sosial:
Mendiskripsikan orang, **binatang**, atau benda untuk menumbuhkan pengetahuan, rasa memiliki ataupun menyayangi objek dalam deskriptif teks untuk menjalin hubungan interpersonal dengan guru dan teman.
- Struktur teks:
 - a. Identification
 - b. Description
- Unsur kebahasaan:
 - a. Specific participant
e.g. the little mouse, the donkey, the dog, and the cat.
 - b. Menggunakan simple present tense
e.g. there is a desk with a computer on it.
 - c. Penggunaan adjective (kata sifat) untuk memperjelas kata benda (noun)
e.g. she has blonde hair and big blue eyes.
 - d. Menggunakan attribute verb seperti be (am, is, are)
e.g. Mr Joko is handsome, his hair is curly.
 - e. Action verb (kata kerja yang menunjukkan sebuah kegiatan (run, sleep, walk)
e.g. my pet eats soft food like steamed rice, fish or bread
 - f. Makna kata berkaitan dengan tema berupa kata / frasa / kalimat yang berkaitan dengan deskriptif

- Road = street = path
 - Beautiful = good looking = pretty
 - Bother = annoy
 - Scratch = paw = claw
 - Jump = leap
 - Look = appearance
 - Tease = tempt
 - Chase = pursue = follow
 - Sad = sorrow
 - Whine = fussy

}

SYNO GAME (synonym game)
 - male (adj) : describes men or boys
 - mustache (n) : hair which a man grows above his upper lip
 - scratch (v) : to cut or damage a surface or your skin slightly with or on something sharp or rough
 - chase (v) : to hurry after someone or something in order to catch them
 - spoil (v) : to destroy or reduce the pleasure, interest or beauty of something
 - defecate (v) : to pass the contents of the bowels out of the body excrement and its excretion
 - g. Menyampaikan teks deskriptif dengan kosa kata, tata bahasa, ucapan, tekanan kata, dan intonasi yang benar

E. Metode Pembelajaran

Silent Card Shuffle Strategy, Scientific Approach dan Communicative Approach

F. Media, Alat, dan Sumber Pembelajaran

- Media: LCD, computer, video
- Alat/Bahan: Deskriptif teks + picture handout
- Sumber Belajar
 - ✓ Model ucapan dan tindakan guru menggunakan setiap tindakan komunikasi transaksional dan fungsional dengan benar, tepat, dan dengan sikap yang sesuai.
 - ✓ Contoh peragaan dalam bentuk video, gambar.
 - ✓ Contoh interaksi tertulis
 - ✓ Contoh teks tertulis
 - ✓ Teks atau latihan dari buku teks Bahasa Inggris
Asep Gunawan, dkk. 2013. *When English rings the Bell*. Jakarta: kemendikbud RI (halaman)
 - ✓ Teks dari buku non-teks
 - ✓ Sumber dari internet, seperti:
 - www.dailyenglish.com
 - http://americanenglish.state.gov/files/ae/resource_files
 - <http://learnenglish.britishcouncil.org/en/>

G. LANGKAH-LANGKAH PEMBELAJARAN

a. Pendahuluan (10 menit)

- 1) Guru memberi salam.
- 2) Guru mengajak peserta didik untuk mengawali kegiatan dengan berdoa.
- 3) Guru memeriksa kehadiran siswa.
- 4) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan mengajak peserta didik untuk merapikan kelas dan penampilan mereka.
- 5) Guru mengajukan pertanyaan tentang materi yang dipelajari sebelumnya.
- 6) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- 7) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

b. Kegiatan inti (60 menit)

Mengamati

- 1) Peserta didik dikenalkan apa yang di maksud dengan *syno game*
- 2) Peserta didik memperhatikan aturan main dari *syno game*
- 3) Guru menunjukkan beberapa *slide* yang berisi kata beserta sinonimnya. Kata-kata tersebut diambil dari teks *descriptive "My Cat"*.
- 4) Guru membagi siswa menjadi beberapa kelompok (tiap kelompok terdiri dari 8-10 anak).
- 5) Guru memberi instruksi pada siswa untuk menebak persamaan kata-kata tersebut dengan definisinya, secara berkelompok.

- 6) Peserta didik menuliskan hal-hal yang belum diketahui berkaitan dengan teks yang guru telah berikan

Menanya

- 1) Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan isi, fungsi sosial, dan struktur teks, serta unsur kebahasaan dalam teks *My Cat*.
- 2) Dengan bimbingan guru merumuskan pertanyaan tentang bagaimana cara menulis/ menyusun teks deskriptif dengan benar.

Mencoba/Mengumpulkan Data atau Informasi (SCSS)

- 1) Guru menunjukkan beberapa paket kartu yang berisi 12 kartu yang terdiri dari 6 paragraf dan 6 gambar. Paragraf dan gambar tersebut diambil dari teks *descriptive “My Cat”*.
 - 1) Guru membagi siswa menjadi beberapa kelompok (tiap kelompok terdiri dari 4-5 anak).
 - 2) Guru membagikan satu paket kartu untuk masing-masing kelompok.
 - 3) Guru memberi instruksi pada siswa untuk memasang paragraf dengan gambar yang tepat, namun dilarang berdiskusi atau berbicara dengan siswa lain.
- (Justify and refine)
- 1) Peserta didik mengklasifikasikan paragraf dan gambar tersebut kemudian guru memperbolehkan siswa untuk berbicara dan berdiskusi dalam satu kelompok.
 - 2) Peserta didik diperbolehkan untuk mengganti susunan kartu mereka.

Mengasosiasi/Menganalisis Data atau Informasi (Circulate and observe)

- 1) Guru memberi instruksi pada siswa untuk berkeliling dan melihat milik kelompok lain. Satu siswa tetap tinggal dalam kelompok, sementara yang lain mengamati kelompok lain.
- 2) Peserta didik diperbolehkan bertanya dan berdiskusi, tetapi tidak diperbolehkan mengganti susunan kartu mereka.

Mengomunikasikan (Return and refine)

- 1) Siswa kembali ke kelompok mereka masing-masing.
- 2) Berdasarkan hasil observasi dari kelompok lain, siswa menentukan apakah akan merubah susunan kartu mereka atau tidak.

(Teacher debriefing)

- 3) Guru menunjukkan jawaban yang benar dari pasangan kata-kata tersebut dan siswa mengoreksi susunan kartu mereka.
- 4) Guru memberikan soal latihan tentang teks *My Cat*.
- 5) Guru mendiskusikan jawaban dari soal latihan tersebut dengan siswa.
- 6) Guru menjelaskan isi dari teks deskriptif tersebut dan mendiskusikannya bersama siswa.

Mencipta

- 1) Secara berkelompok peserta didik menjawab pertanyaan mengenai teks deskriptif yang telah disediakan.

- 2) Secara berkelompok peserta didik membuat kalimat sesuai dengan pertanyaan yang telah disediakan.
- 3) Masing-masing kelompok mempresentasikan klasifikasi kartu dan jawaban mereka di depan kelas.

c. Penutup

- 1) Guru dan siswa secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- 2) Guru mengajukan pertanyaan kepada siswa untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
- 3) Guru memberikan tugas kepada siswa untuk berlatih membuat teks deskriptif di rumah
- 4) Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

H. PENILAIAN HASIL PEMBELAJARAN

1. Kompetensi sikap spiritual
 - a. Jenis/Teknik Penilaian : Observasi dan penilaian diri
 - b. Bentuk Instrumen : Lembar pengamatan dan lembar penilaian diri
 - c. Kisi-kisi

No.	Butir Nilai	Indikator	Jumlah Butir Instrument
1.	Bersyukur	Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.	1
		Serius dalam melaksanakan setiap kegiatan pada pembelajarn Bahasa Inggris.	1
		JUMLAH	2

- d. Instrument : lihat *Lampiran 1A dan Lampiran 1B*
- e. Petunjuk Penentuan Penskoran : lihat Lampiran 3.
2. Kompetensi Sikap Sosial
 - a. Jenis/Teknik Penilaian : Observasi dan penilaian diri
 - b. Bentuk Instrumen : Lembar pengamatan dan lembar penilaian diri
 - c. Kisi-kisi:

No.	Butir Nilai	Indikator	Jumlah Butir Instrumen
1.	Santun	Mendeskripsikan orang, binatang, maupun benda kepada teman dan guru dengan bahasa dan cara yang santun.	1
2.	Percaya diri	Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks materi teks deskriptif	1
		JUMLAH	2

- d. Instrument : lihat *Lampiran 1A dan Lampiran 1B*

e. Petunjuk Penentuan Penskoran : lihat Lampiran 3.

3. Kompetensi Pengetahuan

- a. Jenis/Teknik Penilaian : tes tertulis
- b. Bentuk Instrumen : mengklasifikasikan
- c. Kisi-kisi:

No.	Indikator	Jumlah butir soal	Nomor butir soal
1.	Di sajikan beberapa kata untuk mendeskripsikan benda, peserta didik di harapkan bisa mengklasifikasikan sesuai dengan tepat.	Task 1 dan Task 2 (12 butir soal)	1-12
	JUMLAH	12	

d. Instrument : lihat *Lampiran 1A dan Lampiran 1B*

e. Petunjuk Penentuan Penskoran : lihat Lampiran 3.

4. Keterampilan

- a. Jenis/Teknik Penilaian : tes tertulis
- b. Bentuk Instrumen : pilihan ganda, mengurutkan cerita rumpang
- c. Kisi-kisi:

a. Tes tertulis

No.	Indikator	Jumlah Butir Soal	Nomor Butir Soal
1	Di sajikan beberapa kata tertentu, peserta didik dapat menemukan persamaan kata dengan jawaban dengan benar.	Task 1 (15 butir soal)	1-15
	JUMLAH	15	

b. Tes praktik

No.	Indikator	Jumlah Butir Soal
1.	Di sajikan 2 ilustrasi yang berbeda, peserta didik dapat mempresentasikan jawaban mereka di hadapan teman guru dan teman sekelas dengan lancar dan runtut.	2

Mengetahui, April 2015

Guru Pamong

Mahasiswa

Drs. Mujiraharja

Anis Fihayati

NIP. 1965 0526 1998 021 004

NIM. 11202241018

LAMPIRAN 1A

INSTRUMEN PENILAIAN SIKAP SPIRITUAL (LEMBAR OBSERVASI)

A. Petunjuk Umum

1. Instrumen penilaian sikap spiritual ini berupa Lembar Observasi.
2. Instrumen ini diisi oleh guru yang mengajar peserta didik yang dinilai.

B. Petunjuk Pengisian

Berdasarkan pengamatan Anda selama dua minggu terakhir, nilailah sikap setiap peserta didik Anda dengan memberi skor 4, 3, 2, atau 1 pada *Lembar Observasi* dengan ketentuan sebagai berikut:

4 = apabila SELALU melakukan perilaku yang diamati

3 = apabila SERING melakukan perilaku yang diamati

2 = apabila KADANG-KADANG melakukan perilaku yang diamati.

1 = apabila TIDAK PERNAH melakukan perilaku yang diamati.

C. Lembar Observasi

LEMBAR OBSERVASI

Kelas : ...

Semester : ...

Tahun Pelajaran : ...

Periode Pengamatan : Tanggal ... s.d. ...

Butir Nilai : Bersyukur

Indikator Sikap :

1. Bersemangat dalam melaksanakan setiap pada pembelajaran Bahasa Inggris.
2. Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.

No.	Nama Peserta Didik	Skor Indikator Sikap Spiritual (1-4)		Jumlah Perolehan Skor	Skor Akhir	Tuntas/ Tidak Tuntas
1.						
2.						
3.						
4.	...					

Guru Mata Pelajaran,

NIP.

LAMPIRAN 1B

INTRUMEN PENILAIAN KI-1 (SIKAP SPIRITUAL)

LEMBAR PENILAIAN DIRI

A. Petunjuk Umum

1. Instrumen penilaian sikap spiritual berupa Lembar Penilaian diri.
2. Instrumen ini diisi oleh PESERTA DIDIK untuk menilai dirinya sendiri.

B. Petunjuk Pengisian

1. Berdasarkan perilaku kalian selama dua minggu terakhir, nilailah sikap diri kalian sendiri dengan memberi tanda centang (✓) pada kolom skor 4, 3, 2, atau 1 pada *Lembar Penilaian Diri* dengan ketentuan sebagai berikut:

- 4 = apabila SELALU melakukan perilaku yang diamati
- 3 = apabila SERING melakukan perilaku yang diamati
- 2 = apabila KADANG-KADANG melakukan perilaku yang diamati.
- 1 = apabila TIDAK PERNAH melakukan perilaku yang diamati.

2. Kolom SKOR AKHIR dan KETUNTASAN diisi oleh guru.

C. Lembar Penilaian Diri

LEMBAR PENILAIAN DIRI

Kelas : ...
Semester : ...
Tahun Pelajaran : ...
Periode Pengamatan : Tanggal ... s.d. ...
Butir Nilai : Bersyukur
Indikator Sikap :

1. Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.
2. Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.

No.	Pernyataan	Skor				Perolehan Skor	Skor Akhir	Tuntas/ Tidak Tuntas
		1	2	3	4			
1.	Saya bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.							

2.	Saya serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.							
Jumlah								

Peserta didik,

LAMPIRAN 2A

INSTRUMEN PENILAIAN KI-2 (SIKAP SOSIAL)

LEMBAR OBSERVASI

D. Petunjuk Umum

- Instrumen penilaian sikap spiritual ini berupa Lembar Observasi.
- Instrumen ini diisi oleh guru yang mengajar peserta didik yang dinilai.

E. Petunjuk Pengisian

Berdasarkan pengamatan Anda selama dua minggu terakhir, nilailah sikap setiap peserta didik Anda dengan memberi skor 4, 3, 2, atau 1 pada *Lembar Observasi* dengan ketentuan sebagai berikut:

- 4 = apabila SELALU melakukan perilaku yang diamati
- 3 = apabila SERING melakukan perilaku yang diamati
- 2 = apabila KADANG-KADANG melakukan perilaku yang diamati.
- 1 = apabila TIDAK PERNAH melakukan perilaku yang diamati.

F. Lembar Observasi

LEMBAR OBSERVASI

Kelas : ...

Semester : ...

Tahun Pelajaran : ...

Periode Pengamatan : Tanggal ... s.d. ...

Butir Nilai : Menunjukkan perilaku **santun** dan **percaya diri** dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

Indikator Sikap :

1. Menyapa guru dan teman menggunakan Bahasa Inggris yang berterima dan santun.
2. Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/ materi teks deskriptif dengan menghargai kinerja yang baik, serta responsnya dengan santun.

No.	Nama Peserta Didik	Skor Indikator Sikap Sosial		Jumlah Perolehan Skor	Skor Akhir	Tuntas/ Tidak Tuntas
		Indikator 1	Indikator 2			
1.						
2.						
3.						
4.					

LAMPIRAN 2B

INSTRUMEN PENILAIAN KI-2 (SIKAP SOSIAL) LEMBAR PENILAIAN DIRI

A. Petunjuk Umum

1. Instrumen penilaian sikap sosial ini berupa *Lembar Penilaian Diri*.
2. Instrumen ini diisi oleh PESERTA DIDIK untuk menilai dirinya sendiri.

B. Petunjuk Pengisian

1. Berdasarkan perilaku kalian selama dua minggu terakhir, nilailah sikap diri kalian sendiri dengan memberi tanda centang (✓) pada kolom skor 4, 3, 2, atau 1 pada *Lembar Penilaian Diri* dengan ketentuan sebagai berikut:

- 4 = apabila SELALU melakukan perilaku yang diamati
- 3 = apabila SERING melakukan perilaku yang diamati
- 2 = apabila KADANG-KADANG melakukan perilaku yang diamati.
- 1 = apabila TIDAK PERNAH melakukan perilaku yang diamati.

2. Kolom SKOR AKHIR dan KETUNTASAN diisi oleh guru.

D. Lembar Penilaian Diri

LEMBAR PENILAIAN DIRI

Kelas : ...

Semester : ...

Tahun Pelajaran : ...

Periode Pengamatan : Tanggal ... s.d. ...

Butir Nilai : Menunjukkan perilaku **santun** dan **percaya diri** dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

Indikator Sikap :

1. Menyapa guru dan teman menggunakan Bahasa Inggris yang berterima dan santun.
2. Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/ materi teks deskriptif dengan menghargai kinerja yang baik, serta responsnya dengan santun.

No.	Pernyataan	Skor				Perolehan Skor	Skor Akhir	Nilai	Tuntas /Tidak Tuntas
		1	2	3	4				
Saat pembelajaran Bahasa Inggris saya:									
1.	Menyapa guru dan teman menggunakan Bahasa Inggris yang berterima dan santun.								
2.	Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/ materi teks deskriptif dengan menghargai kinerja yang baik, serta responsnya dengan santun.								
JUMLAH									

Peserta didik

LAMPIRAN 3A

PETUNJUK PENGHITUNGAN SKOR KI-1 & KI-2 (SIKAP SPIRITUAL & SIKAP SOSIAL)

1. Rumus Penghitungan Skor Akhir

Skor Akhir = _____ X 4

Skor Maksimal = Banyaknya Indikator x 4

Skor Maksimal = Banyaknya Indikator x 4

2. Kategori nilai sikap peserta didik didasarkan pada Permendikbud No 81A Tahun 2013 yaitu:

Sangat Baik (SB) : apabila memperoleh Skor Akhir: $3,3 < \text{Skor Akhir} \leq 4,00$

Baik (B) : apabila memperoleh Skor Akhir: $2,33 < \text{Skor Akhir} \leq 3,33$



Cukup (C) : apabila memperoleh Skor Akhir: $1,33 < \text{Skor Akhir} \leq 2,33$





Kurang (K) : apabila memperoleh Skor Akhir: $\text{Skor Akhir} \leq 1,33$

Lampiran 4A

INSTRUMEN PENILAIAN K-3 (PENGETAHUAN)

Arrange the pictures and the paragraphs into a good story

A. Blacky, that's the name that I call. He is a domestic-male cat who I met on the road edge about 2 months ago. Now he has become my lovely cat.		1.
B. He has a dark black color. From his head to legs covered in black fur. He has a black mustache, so that's why I called him, Blacky. He has a beautiful long tail.		2.

<p>C. I love to bother his tail when he is asleep until he wakes up. He also has long nails. I always cut his nails at least twice a week so that he cannot scratch me. He will look so calm when I try to cut his nails.</p>	 <p>3.</p>
<p>D. Unlike the other cats, my cat Blacky is very active. He loves to jump around and run. I always tease him with a toy formed as a rat that I'd tied with rope. He likes to chase the toy and bit it.</p>	 <p>4.</p>
<p>E. He is very spoiled at me. Usually, he rubs his body to my foot. When he was hungry, he always whines at me and shows his sad expression.</p>	 <p>5.</p>
<p>F. My cat Blacky is very clean. He never defecates inside my home. When he wants to do that, he always gets out of my home. He also loves bathing. I always bathe him once a week to keep him healthy.</p>	 <p>6.</p>

Lampiran 4B

PETUNJUK PENGHITUNGAN SKOR KI-3

(PENGETAHUAN)

A. Untuk soal I

Jawaban benar untuk masing-masing butir soal diberi skor 1 dan jawaban salah diberi skor 0.

Penentuan Skor A = _____ X 4

B. Penentuan skor akhir = Skor A + Skor B

Lampiran 5A

INSTRUMEN PENILAIAN KI-4

(KETRAMPILAN)

Find the similiar meaning of each word below.

- | | |
|--------------|----------------|
| 1. ROAD | → STREET |
| | → PATH |
| 2. BEAUTIFUL | → GOOD LOOKING |
| | → PRETTY |
| 3. BOTHER | → ANNOY |
| 4. SCRTACH | → PAW |
| | → CLAW |
| 5. JUMP | → LEAP |
| 6. LOOK | → APPEARANCE |
| 7. TEASE | → TEMPT |
| 8. CHASE | → PURSUE |
| | → FOLLOW |
| 9. SAD | → SORROW |
| 10. WHINE | → FUSSY |

Lampiran 5B

PETUNJUK PENENTUAN SKOR KI-4 (KETRAMPILAN)

A. Rubrik untuk penilaian ketrampilan berbicara

ASPEK	KETERANGAN	SKOR
Pelafalan	• Sangat jelas sehingga mudah dipahami.	4
	• Mudah dipahami eskipun pengaruh bahasa ibu dapat dideteksi.	3
	• Ada masalah pengucapan sehingga pendengar perlu konsentrasi penuh.	2
	• Ada masalah pengucapan yang serius sehingga pendengar perlu konsentrasi penuh.	1
	• Ada masalah pengucapan yang serius sehingga tidak bisa dipahami.	1
Tatabahasa	• Tidak ada atau sedikit kesalahan tatabahasa.	4
	• Kadang-kadang ada kesalahan tetapi tidak mempengaruhi makna.	3
	• Sering membuat kesalahan sehingga makna sulit dipahami.	2
	• Kesalahan tatabahasa sangat parah sehingga tidak dapat dipahami.	1
Kosakata	• Menggunakan kosakata dan ungkapan yang tepat.	4
	• Kadang-kadang menggunakan kosakata yang kurang tepat sehingga harus menjelaskan lagi.	3
	• Sering menggunakan kosakata yang tidak tepat.	2
	• Kosakata sangat terbatas sehingga percakapan tidak mungkin terjadi.	1
Kelancaran	• Sangat lancar.	4
	• Kelancaran sedikit terganggu oleh masalah bahasa.	3
	• Sering ragu-ragu dan terhenti karena keterbatasan bahasa.	2
	• Bicara terputus-putus dan terhenti sehingga percakapan tidak mungkin terjadi.	1

B. Rumus Penghitungan Skor Akhir:






Skor Akhir = _____ X 4

Skor Maksimal = Banyaknya indikator x 4

Lampiran 6

INSTRUMENT KARTU dan SOAL

KARTU

A. Blacky, that's the name that I call. He is a domestic-male cat who I met on the road edge about 2 months ago. Now he has become my lovely cat.		1.
B. He has a dark black color. From his head to legs covered in black fur. He has a black mustache, so that's why I called him, Blacky. He has a beautiful long tail.		2.
C. I love to bother his tail when he is asleep until he wakes up. He also has long nails. I always cut his nails at least twice a week so that he cannot scratch me. He will look so calm when I try to cut his nails.		3.
D. Unlike the other cats, my cat Blacky is very active. He loves to jump around and run. I always tease him with a toy formed as a rat that I'd tied with rope. He likes to chase the toy and bit it.		4.
E. He is very spoiled at me. Usually, he rubs his body to my foot. When he was hungry, he always whines at me and shows his sad expression.		5.

F. My cat Blacky is very clean. He never defecates inside my home. When he wants to do that, he always gets out of my home. He also loves bathing. I always bathe him once a week to keep him healthy.



6.

SOAL

Find the similiar meaning of each word below.

- | | |
|--------------|----------------|
| 1. ROAD | → STREET |
| | → PATH |
| 2. BEAUTIFUL | → GOOD LOOKING |
| | → PRETTY |
| 3. BOTHER | → ANNOY |
| 4. SCRTACH | → PAW |
| | → CLAW |
| 5. JUMP | → LEAP |
| 6. LOOK | → APPEARANCE |
| 7. TEASE | → TEMPT |
| 8. CHASE | → PURSUE |
| | → FOLLOW |
| 9. SAD | → SORROW |
| 10. WHINE | → FUSSY |

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

004

Nama Sekolah : SMPN 15 Yogyakarta
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VII / 2
Tahun Pelajaran : 2014 / 2015
Materi Pokok : Teks Deskriptif
Kemampuan Berbahasa : Membaca
Alokasi Waktu : 2 x 40 menit
Karakter : Santun dan Percaya Diri

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

KOMPETENSI DASAR	INDIKATOR
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	1.1.1 Mengungkapkan rasa syukur setiap saat mendapat kesempatan belajar bahasa Inggris sebagai bahasa pengantar internasional. 1.1.2 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran

	<p>Bahasa Inggris.</p> <p>1.1.3 Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.</p>
<p>2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>2.3 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman</p>	<p>2.1.1 Mendeskripsikan orang, binatang, maupun benda kepada teman dan guru dengan bahasa dan cara yang santun.</p> <p>2.1.2 Mendeskripsikan orang, hewan maupun benda dengan percaya diri.</p>
<p>3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p>3.1.1 Mengidentifikasi <i>fungsi sosial</i> dari teks deskriptif sesuai dengan konteks penggunaannya.</p> <p>3.1.2 Mengidentifikasi <i>struktur teks</i> dari teks deskriptif sesuai dengan konteks penggunaannya.</p> <p>3.1.3 Mengidentifikasi <i>unsur kebahasaan</i> dari teks deskriptif sesuai dengan konteks penggunaannya.</p>
<p>4.13 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks.</p>	<p>4.1.1 Memahami isi teks deskriptif secara pendek dan sederhana.</p> <p>4.1.2 Menyusun teks deskriptif secara lisan dan tulis dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.1.3 Memperagakan teks deskriptif secara lisan dan tulis dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.1.4 Menampilkan teks deskriptif secara lisan dan tulis menggunakan ungkapan sapaan dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>

C. TUJUAN PEMBELAJARAN

Setelah melaksanakan serangkaian kegiatan pembelajaran, peserta didik dapat:

- Siswa mengungkapkan rasa syukur setiap saat mendapat kesempatan belajar Bahasa Inggris.
- Siswa bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.
- Siswa serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.
- Siswa terampil memahami isi teks deskriptif secara lisan dengan sangat pendek dan sederhana dengan sopan, jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- Siswa terampil menceritakan kembali teks deskriptif secara lisan dengan sangat pendek dan sederhana dengan sopan, jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- Siswa terampil mengidentifikasi fungsi sosial teks deskriptif secara lisan dan tulis sangat pendek dan sederhana.
- Siswa terampil mengidentifikasi struktur teks deskriptif ungkapan sapaan dan pamitan secara lisan dan tulis sangat pendek dan sederhana.
- Siswa terampil melafalkan teks deskriptif dengan ucapan, serta intonasi yang benar.
- Siswa terampil menemukan makna kata / frasa / kalimat yang terdapat dalam teks deskriptif secara lisan dan tulis sangat pendek dan sederhana dengan sopan, jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- Siswa terampil melengkapi teks interpersonal rumpang yang melibatkan teks deskriptif secara tepat.
- Siswa terampil menyusun teks deskriptif secara sederhana kepada guru dan teman setiap ada kesempatan komunikatif yang muncul.
- Siswa terampil menyusun teks deskriptif secara sederhana dengan struktur teks yang tepat sesuai konteks.
- Siswa terampil melafalkan teks deskriptif secara sederhana dengan intonasi, ucapan dan tekanan kata yang benar.

D. MATERI PEMBELAJARAN

- Fungsi sosial:

Mendiskripsikan **orang**, binatang, atau benda untuk menumbuhkan pengetahuan, rasa memiliki ataupun menyayangi objek dalam deskriptif teks untuk menjalin hubungan interpersonal dengan guru dan teman.

- Struktur teks:
 - a. Identification
 - b. Description
- Unsur kebahasaan:
 - a. Specific participant
e.g. the little mouse, the donkey, the dog, and the cat.
 - b. Menggunakan simple present tense
e.g. there is a desk with a computer on it.
 - c. Penggunaan adjective (kata sifat) untuk memperjelas kata benda (noun)
e.g. she has blonde hair and big blue eyes.
 - d. Menggunakan attribute verb seperti be (am, is, are)
e.g. Mr Joko is handsome, his hair is curly.
 - e. Action verb (kata kerja yang menunjukkan sebuah kegiatan (run, sleep, walk)
e.g. my pet eats soft food like steamed rice, fish or bread
 - f. Makna kata berkaitan dengan tema berupa kata / frasa / kalimat yang berkaitan dengan deskriptif

- Dance	(v)	: to move the body and feet to music
- Sleep	(v)	: to be in the state of rest when your eyes are closed, your body is not active, and your mind is unconscious
- Family	(n)	: a group of people who are related to each other, such as a mother, a father, and their children
- Childern	(n)	: a boy or girl from the time of birth until he or she is an adult, or a son or daughter of any age
- Smile	(v)	: to make a happy or friendly expression in which the corners of your mouth curve up
- Honey	(n)	: a sweet sticky yellow substance made by bees and used as food
- Curly	(adj)	: having curls or a curved shape
- Mess	(n)	: Something or someone that is a mess or is in a mess, looks dirty or untidy
- Sing	(v)	: to make musical sounds with the voice, usually a tune with words
- Wake Up	(v)	: to (cause to) become conscious after sleeping
 - g. Menyampaikan teks deskriptif dengan kosa kata, tata bahasa, ucapan, tekanan kata, dan intonasi yang benar.

E. Metode Pembelajaran

Silent Card Shuffle Strategy, Scientific Approach dan Communicative Approach

F. Media, Alat, dan Sumber Pembelajaran

- Media: LCD, computer, video
- Alat/Bahan: Deskriptif teks + picture handout
- Sumber Belajar
 - ✓ Model ucapan dan tindakan guru menggunakan setiap tindakan komunikasi transaksional dan fungsional dengan benar, tepat, dan dengan sikap yang sesuai.
 - ✓ Contoh peragaan dalam bentuk video, gambar.
 - ✓ Contoh interaksi tertulis
 - ✓ Contoh teks tertulis
 - ✓ Teks atau latihan dari buku teks Bahasa Inggris
Asep Gunawan, dkk. 2013. When English rings the Bell. Jakarta: kemendikbud RI (halaman)
 - ✓ Teks dari buku non-teks
 - ✓ Sumber dari internet, seperti:
 - www.dailyenglish.com
 - http://americanenglish.state.gov/files/ae/resource_files
 - <http://learnenglish.britishcouncil.org/en/>

G. LANGKAH-LANGKAH PEMBELAJARAN

a. Pendahuluan (10 menit)

- 1) Guru memberi salam.
- 2) Guru mengajak peserta didik untuk mengawali kegiatan dengan berdoa.
- 3) Guru memeriksa kehadiran siswa.
- 4) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan mengajak peserta didik untuk merapikan kelas dan penampilan mereka.
- 5) Guru mengajukan pertanyaan tentang materi yang dipelajari sebelumnya.
- 6) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- 7) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

b. Kegiatan inti (60 menit)

Mengamati

- 1) Guru menjelaskan tentang *finding words game*.
- 2) Tanya jawab singkat tentang *finding words game*.
- 3) Peserta didik memperhatikan aturan main dari *finding words game*.
- 4) Guru memperkenalkan teks yang akan di pelajari, tentang mendeskripsikan orang “my mother”
- 5) Guru membagi siswa menjadi beberapa kelompok (tiap kelompok terdiri dari 4-5 anak).
- 6) Guru membagikan *finding words’ worksheet* untuk masing-masing kelompok.

- 7) Kelompok yang lebih cepat menemukan kata-kata yang berada di *finding words' worksheet*, berhak mengambil amplop yang berisi kartu dan gambar mengenai teks “my mother”.
- 8) Guru memberi instruksi pada siswa untuk menyusun kata dan gambar “*my mother*” secara tepat dan benar, akan tetapi tidak boleh berdiskusi dengan anggota kelompok masing-masing.
- 9) Peserta didik menuliskan hal-hal yang belum diketahui berkaitan dengan teks yang guru telah berikan

Menanya

- 1) Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan isi, fungsi sosial, dan struktur teks, serta unsur kebahasaan dalam teks *My Mother*.
- 2) Dengan bimbingan guru merumuskan pertanyaan tentang bagaimana cara menulis / menyusun teks deskriptif dengan benar.

Mencoba/Mengumpulkan Data atau Informasi

(Justify and refine)

- 1) Peserta didik mengklasifikasi 10 kata dan 10 gambar “my mother” kemudian guru memperbolehkan siswa untuk berbicara dan berdiskusi dalam satu kelompok.
- 2) Peserta didik diperbolehkan untuk mengganti susunan kartu mereka.

Mengasosiasi/Menganalisis Data atau Informasi

(Circulate and observe)

- 1) Guru memberi instruksi pada siswa untuk berkeliling dan melihat milik kelompok lain. Satu siswa tetap tinggal dalam kelompok, sementara yang lain mengamati kelompok lain.
- 2) Peserta didik diperbolehkan bertanya dan berdiskusi, tetapi tidak diperbolehkan mengganti susunan kartu mereka.

Mengomunikasikan

(Return and refine)

- 1) Siswa kembali ke kelompok mereka masing-masing.
- 2) Berdasarkan hasil observasi dari kelompok lain, siswa menentukan apakah akan merubah susunan kartu mereka atau tidak.

(Teacher debriefing)

- 3) Guru menunjukkan jawaban yang benar dari pasangan kata-kata tersebut dan siswa mengoreksi susunan kartu mereka.
- 4) Guru memberikan soal latihan tentang teks *my mother*.
- 5) Guru mendiskusikan jawaban dari soal latihan tersebut dengan siswa.
- 6) Guru menjelaskan isi dari teks deskriptif tersebut dan mendiskusikannya bersama siswa.

Mencipta

- 1) Secara berkelompok peserta didik menjawab pertanyaan mengenai teks deskriptif yang telah disediakan.
- 2) Secara berkelompok peserta didik membuat kalimat sesuai dengan ilustrasi yang telah disediakan.

- 3) Masing-masing kelompok mempresentasikan klasifikasi kartu dan jawaban mereka di depan kelas.

c. Penutup

- 1) Guru dan siswa secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- 2) Guru mengajukan pertanyaan kepada siswa untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
- 3) Guru memberikan tugas kepada siswa untuk berlatih membuat teks deskriptif di rumah
- 4) Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

H. PENILAIAN HASIL PEMBELAJARAN

1. Kompetensi sikap spiritual
 - a. Jenis/Teknik Penilaian : Observasi dan penilaian diri
 - b. Bentuk Instrumen : Lembar pengamatan dan lembar penilaian diri
 - c. Kisi-kisi

No.	Butir Nilai	Indikator	Jumlah Butir Instrument
1.	Bersyukur	Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.	1
		Serius dalam melaksanakan setiap kegiatan pada pembelajarn Bahasa Inggris.	1
		JUMLAH	2

d. Instrument : lihat *Lampiran 1A dan Lampiran 1B*

e. Petunjuk Penentuan Penskoran : lihat Lampiran 3.

2. Kompetensi Sikap Sosial
 - a. Jenis/Teknik Penilaian : Observasi dan penilaian diri
 - b. Bentuk Instrumen : Lembar pengamatan dan lembar penilaian diri
 - c. Kisi-kisi:

No.	Butir Nilai	Indikator	Jumlah Butir Instrumen
1.	Santun	Mendeskripsikan orang, binatang, maupun benda kepada teman dan guru dengan bahasa dan cara yang santun.	1
2.	Percaya diri	Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks materi teks deskriptif	1
		JUMLAH	2

d. Instrument : lihat *Lampiran 1A dan Lampiran 1B*

e. Petunjuk Penentuan Penskoran : lihat Lampiran 3.

3. Kompetensi Pengetahuan

- a. Jenis/Teknik Penilaian : tes tertulis
- b. Bentuk Instrumen : mengurutkan cerita rumpang
- c. Kisi-kisi:

No.	Indikator	Jumlah butir soal	Nomor butir soal
1.	Di sajikan beberapa ilustrasi mengenai deskriptif teks, peserta didik di harapkan bisa mengurutkan kata dan gambar secara tepat dan benar	Task 1 (10 butir soal)	1-10
	JUMLAH	10	

- d. Instrument : lihat *Lampiran 1A dan Lampiran 1B*
- e. Petunjuk Penentuan Penskoran : lihat Lampiran 3.

4. Keterampilan

- a. Jenis/Teknik Penilaian : tes tertulis
- b. Bentuk Instrumen : menulis, melengkapi, mengisi
- c. Kisi-kisi:

a. Tes tertulis

No.	Indikator	Jumlah Butir Soal	Nomor Butir Soal
1	Di sajikan pernyataan / ilustrasi situasi tertentu, peserta didik dapat menemukan jawaban kata yang terdapat di <i>finding words' worksheet</i>	Task 2 (10 butir soal)	1-10
2.	Di sajikan ilustrasi situasi tertentu, peserta didik dapat menemukan antonim beserta definisinya secara benar dan tepat.	Task 2 (10 butir soal)	1-10
	JUMLAH	20	

b. Tes praktik

No.	Indikator	Jumlah Butir Soal
1.	Di sajikan 2 ilustrasi yang berbeda, peserta didik dapat mempresentasikan jawaban mereka di hadapan teman guru dan teman sekelas dengan lancar dan runtut.	2

Mengetahui, April 2015

Guru Pamong

Mahasiswa

Drs. Mujiraharja

Anis Fihayati

NIP. 1965 0526 1998 021 004

NIM. 11202241018

LAMPIRAN 1A

INSTRUMEN PENILAIAN SIKAP SPIRITUAL (LEMBAR OBSERVASI)

A. Petunjuk Umum

1. Instrumen penilaian sikap spiritual ini berupa Lembar Observasi.
2. Instrumen ini diisi oleh guru yang mengajar peserta didik yang dinilai.

B. Petunjuk Pengisian

Berdasarkan pengamatan Anda selama dua minggu terakhir, nilailah sikap setiap peserta didik Anda dengan memberi skor 4, 3, 2, atau 1 pada *Lembar Observasi* dengan ketentuan sebagai berikut:

4 = apabila SELALU melakukan perilaku yang diamati

3 = apabila SERING melakukan perilaku yang diamati

2 = apabila KADANG-KADANG melakukan perilaku yang diamati.

1 = apabila TIDAK PERNAH melakukan perilaku yang diamati.

C. Lembar Observasi

LEMBAR OBSERVASI

Kelas : ...

Semester : ...

Tahun Pelajaran : ...

Periode Pengamatan : Tanggal ... s.d. ...

Butir Nilai : Bersyukur

Indikator Sikap :

1. Bersemangat dalam melaksanakan setiap pada pembelajaran Bahasa Inggris.
2. Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.

No.	Nama Peserta Didik	Skor Indikator Sikap Spiritual (1-4)		Jumlah Perolehan Skor	Skor Akhir	Tuntas/Tidak Tuntas
1.						
2.						
3.						
4.	...					

Guru Mata Pelajaran,

NIP.

LAMPIRAN 1B

INTRUMEN PENILAIAN KI-1 (SIKAP SPIRITUAL)

LEMBAR PENILAIAN DIRI

A. Petunjuk Umum

1. Instrumen penilaian sikap spiritual berupa Lembar Penilaian diri.
2. Instrumen ini diisi oleh PESERTA DIDIK untuk menilai dirinya sendiri.

B. Petunjuk Pengisian

1. Berdasarkan perilaku kalian selama dua minggu terakhir, nilailah sikap diri kalian sendiri dengan memberi tanda centang (✓) pada kolom skor 4, 3, 2, atau 1 pada *Lembar Penilaian Diri* dengan ketentuan sebagai berikut:

- 4 = apabila SELALU melakukan perilaku yang diamati
- 3 = apabila SERING melakukan perilaku yang diamati
- 2 = apabila KADANG-KADANG melakukan perilaku yang diamati.
- 1 = apabila TIDAK PERNAH melakukan perilaku yang diamati.

2. Kolom SKOR AKHIR dan KETUNTASAN diisi oleh guru.

C. Lembar Penilaian Diri

LEMBAR PENILAIAN DIRI

Kelas : ...

Semester : ...

Tahun Pelajaran : ...

Periode Pengamatan : Tanggal ... s.d. ...

Butir Nilai : Bersyukur

Indikator Sikap :

1. Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.
2. Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.

No.	Pernyataan	Skor				Perolehan Skor	Skor Akhir	Tuntas/ Tidak Tuntas
		1	2	3	4			
1.	Saya bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.							

2.	Saya serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.							
Jumlah								

Peserta didik,

LAMPIRAN 2A

INSTRUMEN PENILAIAN KI-2 (SIKAP SOSIAL)

LEMBAR OBSERVASI

D. Petunjuk Umum

- Instrumen penilaian sikap spiritual ini berupa Lembar Observasi.
- Instrumen ini diisi oleh guru yang mengajar peserta didik yang dinilai.

E. Petunjuk Pengisian

Berdasarkan pengamatan Anda selama dua minggu terakhir, nilailah sikap setiap peserta didik Anda dengan memberi skor 4, 3, 2, atau 1 pada *Lembar Observasi* dengan ketentuan sebagai berikut:

- 4 = apabila SELALU melakukan perilaku yang diamati
- 3 = apabila SERING melakukan perilaku yang diamati
- 2 = apabila KADANG-KADANG melakukan perilaku yang diamati.
- 1 = apabila TIDAK PERNAH melakukan perilaku yang diamati.

F. Lembar Observasi

LEMBAR OBSERVASI

Kelas : ...

Semester : ...

Tahun Pelajaran : ...

Periode Pengamatan : Tanggal ... s.d. ...

Butir Nilai : Menunjukkan perilaku **santun** dan **percaya diri** dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

Indikator Sikap :

1. Menyapa guru dan teman menggunakan Bahasa Inggris yang berterima dan santun.
2. Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/ materi teks deskriptif dengan menghargai kinerja yang baik, serta responsnya dengan santun.

No.	Nama Peserta Didik	Skor Indikator Sikap Sosial		Jumlah Perolehan Skor	Skor Akhir	Tuntas/ Tidak Tuntas
		Indikator 1	Indikator 2			
1.						
2.						
3.						
4.					

LAMPIRAN 2B

INSTRUMEN PENILAIAN KI-2 (SIKAP SOSIAL)

LEMBAR PENILAIAN DIRI

A. Petunjuk Umum

1. Instrumen penilaian sikap sosial ini berupa *Lembar Penilaian Diri*.
2. Instrumen ini diisi oleh PESERTA DIDIK untuk menilai dirinya sendiri.

B. Petunjuk Pengisian

1. Berdasarkan perilaku kalian selama dua minggu terakhir, nilailah sikap diri kalian sendiri dengan memberi tanda centang (✓) pada kolom skor 4, 3, 2, atau 1 pada *Lembar Penilaian Diri* dengan ketentuan sebagai berikut:

- 4 = apabila SELALU melakukan perilaku yang diamati
- 3 = apabila SERING melakukan perilaku yang diamati
- 2 = apabila KADANG-KADANG melakukan perilaku yang diamati.
- 1 = apabila TIDAK PERNAH melakukan perilaku yang diamati.

2. Kolom SKOR AKHIR dan KETUNTASAN diisi oleh guru.

D. Lembar Penilaian Diri

LEMBAR PENILAIAN DIRI

Kelas : ...

Semester : ...

Tahun Pelajaran : ...

Periode Pengamatan : Tanggal ... s.d. ...

Butir Nilai : Menunjukkan perilaku **santun** dan **percaya diri** dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

Indikator Sikap :

1. Menyapa guru dan teman menggunakan Bahasa Inggris yang berterima dan santun.
2. Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/ materi teks deskriptif dengan menghargai kinerja yang baik, serta responsnya dengan santun.

No.	Pernyataan	Skor				Perolehan Skor	Skor Akhir	Nilai	Tuntas /Tidak Tuntas
		1	2	3	4				
Saat pembelajaran Bahasa Inggris saya:									
1.	Menyapa guru dan teman menggunakan Bahasa Inggris yang berterima dan santun.								
2.	Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/ materi teks deskriptif dengan menghargai kinerja yang baik, serta responsnya dengan santun.								
JUMLAH									

Peserta didik

LAMPIRAN 3A

PETUNJUK PENGHITUNGAN SKOR KI-1 & KI-2 (SIKAP SPIRITUAL & SIKAP SOSIAL)

1. Rumus Penghitungan Skor Akhir

Skor Akhir = _____ X 4

Skor Maksimal = Banyaknya Indikator x 4

Skor Maksimal = Banyaknya Indikator x 4

2. Kategori nilai sikap peserta didik didasarkan pada Permendikbud No 81A Tahun 2013 yaitu:

Sangat Baik (SB) : apabila memperoleh Skor Akhir: $3,3 < \text{Skor Akhir} \leq 4,00$

Baik (B) : apabila memperoleh Skor Akhir: $2,33 < \text{Skor Akhir} \leq 3,33$

Cukup (C) : apabila memperoleh Skor Akhir: $1,33 < \text{Skor Akhir} \leq 2,33$

Kurang (K) : apabila memperoleh Skor Akhir: $\text{Skor Akhir} \leq 1,33$

Lampiran 4A

INSTRUMEN PENILAIAN K-3 (PENGETAHUAN)

DANCE



FAMILY



SMILE



CURLY

SING



SLEEP



CHILDREN



HONEY



MESS



WAKE UP



Lampiran 4B

PETUNJUK PENGHITUNGAN SKOR KI-3

(PENGETAHUAN)

A. Untuk soal I

Jawaban benar untuk masing-masing butir soal diberi skor 1 dan jawaban salah diberi skor 0.

Penentuan Skor A = _____ X 4

B. Penentuan skor akhir = Skor A + Skor B

Lampiran 5A

INSTRUMEN PENILAIAN KI-4 (KETRAMPILAN)

Task 1

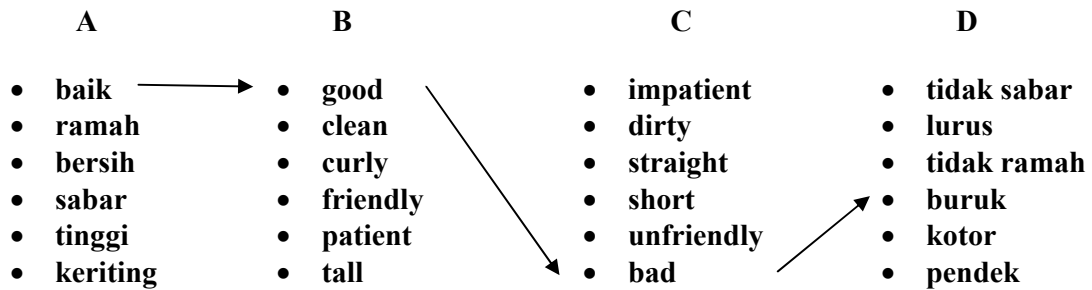
FINDING WORDS

Re-read the text above and then shade the words in the table. You May Look Up Your Dictionary.

N	C	H	I	L	D	E	R	N	D	N	G	S	I	Y	S	G	J	K	J
N	I	U	K	L	F	O	L	D	G	J	S	G	M	S	H	K	L	P	H
Z	C	I	K	C	U	R	L	Y	L	U	S	M	H	I	I	K	O	W	E
W	E	R	K	U	T	L	I	O	P	U	M	O	I	E	L	N	H	Q	W
Y	E	A	S	E	R	Y	T	Y	P	T	I	A	H	O	N	E	Y	U	A
L	T	O	P	U	T	R	M	U	Y	G	L	S	G	G	R	G	E	I	K
I	H	Y	D	A	N	C	E	L	N	O	E	T	O	H	M	R	R	I	E
M	N	R	A	Y	A	E	S	I	O	H	H	B	T	H	E	I	Y	N	U
A	O	Q	O	Y	G	G	S	L	E	E	P	A	S	O	W	P	H	N	P
F	E	R	K	U	T	L	I	O	P	U	M	O	I	E	S	E	E	P	H

Task 2

Look at list of words below. List B and List C are antonym, List A and List D contain the definition of each word. Please, match them correctly. The example may help you.



Lampiran 5B

PETUNJUK PENENTUAN SKOR KI-4 (KETRAMPILAN)

A. Rubrik untuk penilaian ketrampilan berbicara

ASPEK	KETERANGAN	SKOR
Pelafalan	• Sangat jelas sehingga mudah dipahami.	4
	• Mudah dipahami meskipun pengaruh bahasa ibu dapat dideteksi.	3
	• Ada masalah pengucapan sehingga pendengar perlu konsentrasi penuh.	2
	• Ada masalah pengucapan yang serius sehingga tidak bisa dipahami.	1
Tatabahasa	• Tidak ada atau sedikit kesalahan tatabahasa.	4
	• Kadang-kadang ada kesalahan tetapi tidak mempengaruhi makna.	3
	• Sering membuat kesalahan sehingga makna sulit dipahami.	2
	• Kesalahan tatabahasa sangat parah sehingga tidak dapat dipahami.	1
Kosakata	• Menggunakan kosakata dan ungkapan yang tepat.	4
	• Kadang-kadang menggunakan kosakata yang kurang tepat sehingga harus menjelaskan lagi.	3
	• Sering menggunakan kosakata yang tidak tepat.	2
	• Kosakata sangat terbatas sehingga percakapan tidak mungkin terjadi.	1
Kelancaran	• Sangat lancar.	4
	• Kelancaran sedikit terganggu oleh masalah bahasa.	3
	• Sering ragu-ragu dan terhenti karena keterbatasan bahasa.	2
	• Bicara terputus-putus dan terhenti sehingga percakapan tidak mungkin terjadi.	1

B. Rumus Penghitungan Skor Akhir:

Skor Akhir = $\frac{\text{Jumlah Skor}}{\text{Jumlah Indikator}} \times 4$

Skor Maksimal = Banyaknya indikator x 4

Lampiran 6

INSTRUMENT SOAL

KARTU

DANCE



FAMILY



SMILE



CURLY



SING



SLEEP



CHILDREN



HONEY



MESS



WAKE UP



SOAL

My Mother



I think that my mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her color skin color light brown, and she has a beautiful smile.

She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is a good example to me. She loves being in the Church, and she loves sing and dance too.

She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She a very organized person, and all things in the house are in the right place. She doesn't like messes.

She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or went I wake up or when I am going to go to some places, she always give me a kiss, and when the family have a problem she always be with us to helps us and to give us all her love.

<http://jhanuarpratama.blogspot.com/2014/11/contoh-descriptive-text-tentang-ibu.html>

Task 1

FINDING WORDS

Re-read the text above and then shade the words in the table. You May Look Up Your Dictionary.

N	C	H	I	L	D	E	R	N	D	N	G	S	I	Y	S	G	J	K	J
N	I	U	K	L	F	O	L	D	G	J	S	G	M	S	H	K	L	P	H
Z	C	I	K	C	U	R	L	Y	L	U	S	M	H	I	I	K	O	W	E
W	E	R	K	U	T	L	I	O	P	U	M	O	I	E	L	N	H	Q	W

Y	E	A	S	E	R	Y	T	Y	P	T	I	A	H	O	N	E	Y	U	A
L	T	O	P	U	T	R	M	U	Y	G	L	S	G	G	R	G	E	I	K
I	H	Y	D	A	N	C	E	L	N	O	E	T	O	H	M	R	R	I	E
M	N	R	A	Y	A	E	S	I	O	H	H	B	T	H	E	I	Y	N	U
A	O	Q	O	Y	G	G	S	L	E	E	P	A	S	O	W	P	H	N	P
F	E	R	K	U	T	L	I	O	P	U	M	O	I	E	S	E	E	P	H

Task 2

Look at list of words below. List B and List C are antonym, List A and List D contain the definition of each word. Please, match them correctly. The example may help you.

- | A | | B | | C | | D |
|------------|---|------------|---|--------------|---|---------------|
| • baik | → | • good | | • impatient | | • tidak sabar |
| • ramah | | • clean | ↘ | • dirty | | • lurus |
| • bersih | | • curly | | • straight | | • tidak ramah |
| • sabar | | • friendly | | • short | ↗ | • buruk |
| • tinggi | | • patient | | • unfriendly | | • kotor |
| • keriting | | • tall | | • bad | | • pendek |

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMPN 15 Yogyakarta
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VII / 2
Tahun Pelajaran : 2014 / 2015
Materi Pokok : Teks Deskriptif
Kemampuan Berbahasa : Membaca
Alokasi Waktu : 2 x 40 menit
Karakter : Santun dan Percaya Diri

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

KOMPETENSI DASAR	INDIKATOR
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	1.1.1 Mengungkapkan rasa syukur setiap saat mendapat kesempatan belajar bahasa Inggris sebagai bahasa pengantar internasional. 1.1.2 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran

	<p>Bahasa Inggris.</p> <p>1.1.3 Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.</p>
<p>2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>2.3 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman</p>	<p>2.1.1 Mendeskripsikan orang, binatang, maupun benda kepada teman dan guru dengan bahasa dan cara yang santun.</p> <p>2.1.2 Mendeskripsikan orang, hewan maupun benda dengan percaya diri.</p>
<p>3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p>3.1.1 Mengidentifikasi <i>fungsi sosial</i> dari teks deskriptif sesuai dengan konteks penggunaannya.</p> <p>3.1.2 Mengidentifikasi <i>struktur teks</i> dari teks deskriptif sesuai dengan konteks penggunaannya.</p> <p>3.1.3 Mengidentifikasi <i>unsur kebahasaan</i> dari teks deskriptif sesuai dengan konteks penggunaannya.</p>
<p>4.13 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<p>4.1.1 Memahami isi teks deskriptif secara pendek dan sederhana.</p> <p>4.1.2 Menyusun teks deskriptif secara lisan dan tulis dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.1.3 Memperagakan teks deskriptif secara lisan dan tulis dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.1.4 Menampilkan teks deskriptif secara lisan dan tulis menggunakan ungkapan sapaan dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>

C. TUJUAN PEMBELAJARAN

Setelah melaksanakan serangkaian kegiatan pembelajaran, peserta didik dapat:

- Siswa mengungkapkan rasa syukur setiap saat mendapat kesempatan belajar Bahasa Inggris.
- Siswa bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.
- Siswa serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.
- Siswa terampil memahami isi teks deskriptif secara lisan dengan sangat pendek dan sederhana dengan sopan, jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- Siswa terampil menceritakan kembali teks deskriptif secara lisan dengan sangat pendek dan sederhana dengan sopan, jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- Siswa terampil mengidentifikasi fungsi sosial teks deskriptif secara lisan dan tulis sangat pendek dan sederhana.
- Siswa terampil mengidentifikasi struktur teks deskriptif ungkapan sapaan dan pamitan secara lisan dan tulis sangat pendek dan sederhana.
- Siswa terampil melafalkan teks deskriptif dengan ucapan, serta intonasi yang benar.
- Siswa terampil menemukan makna kata / frasa / kalimat yang terdapat dalam teks deskriptif secara lisan dan tulis sangat pendek dan sederhana dengan sopan, jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- Siswa terampil melengkapi teks interpersonal rumpang yang melibatkan teks deskriptif secara tepat.
- Siswa terampil menyusun teks deskriptif secara sederhana kepada guru dan teman setiap ada kesempatan komunikatif yang muncul.
- Siswa terampil menyusun teks deskriptif secara sederhana dengan struktur teks yang tepat sesuai konteks.
- Siswa terampil melafalkan teks deskriptif secara sederhana dengan intonasi, ucapan dan tekanan kata yang benar.

D. MATERI PEMBELAJARAN

- Fungsi sosial:

Mendiskripsikan orang, binatang, atau **benda** untuk menumbuhkan pengetahuan, rasa memiliki ataupun menyayangi objek dalam deskriptif teks untuk menjalin hubungan interpersonal dengan guru dan teman.

- Struktur teks:
 - a. Identification
 - b. Description
- Unsur kebahasaan:
 - a. Specific participant
e.g. the little mouse, the donkey, the dog, and the cat.
 - b. Menggunakan simple present tense
e.g. there is a desk with a computer on it.
 - c. Penggunaan adjective (kata sifat) untuk memperjelas kata benda (noun)
e.g. she has blonde hair and big blue eyes.
 - d. Menggunakan attribute verb seperti be (am, is, are)
e.g. Mr Joko is handsome, his hair is curly.
 - e. Action verb (kata kerja yang menunjukkan sebuah kegiatan (run, sleep, walk)
e.g. my pet eats soft food like steamed rice, fish or bread
 - f. Makna kata berkaitan dengan tema berupa kata / frasa / kalimat yang berkaitan dengan deskriptif

- Arrive (v)	: to happen or start to exist
- Childish (adj)	: typical of a child
- Damage (v)	: to harm or spoil something
- Dumb (adj)	: stupid and annoying
- Emergency (n)	: something dangerous or serious
- Encourage (v)	: to make someone more likely to do something
- Envy (n)	: the feeling that you wish you had something that someone else has
- Fail (v)	: not succeed
- Force (v)	: make someone do something difficult, unpleasant
- Frantically (adv)	: done in a hurried way
- Hesitate (v)	: to pause before you do or say something
- Household (n)	: equipment
- Inability (n)	: lack of ability to do something
- Intent (adj)	: giving all your attention to something
- Nickname (n)	: an informal name
- Placate (v)	: to stop someone from feeling angry
- Pocket (n)	: a small bag for carrying things in
- Pride (n)	: a feeling of pleasure and satisfaction
- Punishment (n)	: when someone is punished
- Resemble (v)	: to look like or be like someone or something
- Scold (v)	: to tell off someone because you disapprove of their behaviour
- Steal (v)	: to take something without the permission
- Strict (adj)	: strongly limiting someone's freedom

- Temper (n) : when someone becomes angry very quickly
- Tendency (n) : If someone has a tendency to do or like something
- Unlucky (adj) : not lucky
- Wealth (n) : a large amount of money
- Wear (v) : to have clothing

a. Menyampaikan teks deskriptif dengan kosa kata, tata bahasa, ucapan, tekanan kata, dan intonasi yang benar

E. Metode Pembelajaran

Pendekatan : Scientific Approach dan Communicative Approach

F. Media, Alat, dan Sumber Pembelajaran

- Media: LCD, computer, video
- Alat/Bahan: Deskriptif teks + picture handout
- SumberBelajar
 - ✓ Model ucapan dan tindakan guru menggunakan setiap tindakan komunikasi transaksional dan fungsional dengan benar, tepat, dan dengan sikap yang sesuai.
 - ✓ Contoh peragaan dalam bentuk video, gambar.
 - ✓ Contoh interaksi tertulis
 - ✓ Contoh teks tertulis
 - ✓ Teks atau latihan dari buku teks Bahasa Inggris
Asep Gunawan, dkk. 2013. When English rings the Bell. Jakarta: kemendikbud RI (halaman)
 - ✓ Teks dari buku non-teks
 - ✓ Sumber dari internet, seperti:
 - www.dailyenglish.com
 - http://americanenglish.state.gov/files/ae/resource_files
 - <http://learnenglish.britishcouncil.org/en/>

G. LANGKAH-LANGKAH PEMBELAJARAN

a. Pendahuluan (10 menit)

- 1) Guru memberi salam.
- 2) Guru mengajak peserta didik untuk mengawali kegiatan dengan berdoa.
- 3) Guru memeriksa kehadiran siswa.
- 4) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan mengajak peserta didik untuk merapikan kelas dan penampilan mereka.
- 5) Guru mengajukan pertanyaan tentang materi yang dipelajari sebelumnya.
- 6) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- 7) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

b. Kegiatan inti (60 menit)

Mengamati

- 1) Guru menjelaskan tentang permainan *who am I*.
- 2) Peserta didik memperhatikan aturan main dari *who am I*.
- 3) Guru memperkenalkan teks yang akan di pelajari, tentang mendeskripsikan benda “doraemon”
- 4) Guru membagi siswa menjadi beberapa kelompok (tiap kelompok terdiri dari 4-5 anak).
- 5) Guru membagikan satu paket kartu untuk masing-masing kelompok.
- 6) Guru memberi instruksi pada siswa untuk mengklasifikasi karakter dari cerita “doraemon”, namun dilarang berdiskusi atau berbicara dengan siswa lain.
- 7) Peserta didik menuliskan hal-hal yang belum diketahui berkaitan dengan teks yang guru telah berikan

Menanya

- 1) Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan isi, fungsi sosial, dan struktur teks, serta unsur kebahasaan dalam teks “Doraemon”.
- 2) Dengan bimbingan guru merumuskan pertanyaan tentang bagaimana cara menulis/ menyusun teks deskriptif dengan benar.

Mencoba/Mengumpulkan Data atau Informasi

(Justify and refine)

- 1) Peserta didik mengklasifikasi 10 gambar dan 10 deskripsi karakter, kemudian guru memperbolehkan siswa untuk berbicara dan berdiskusi dalam satu kelompok.
- 2) Peserta didik diperbolehkan untuk mengganti susunan kartu mereka

Mengasosiasi/Menganalisis Data atau Informasi

(Circulate and observe)

- 1) Guru memberi instruksi pada siswa untuk berkeliling dan melihat milik kelompok lain. Satu siswa tetap tinggal dalam kelompok, sementara yang lain mengamati kelompok lain.
- 2) Peserta didik diperbolehkan bertanya dan berdiskusi, tetapi tidak diperbolehkan mengganti susunan kartu mereka.

Mengomunikasikan

(Return and refine)

- 1) Siswa kembali ke kelompok mereka masing-masing.
- 2) Berdasarkan hasil observasi dari kelompok lain, siswa menentukan apakah akan merubah susunan kartu mereka atau tidak.

(Teacher debriefing)

- 3) Guru menunjukkan jawaban yang benar dari pasangan kata-kata tersebut dan siswa mengoreksi susunan kartu mereka.
- 4) Guru memberikan soal latihan tentang teks *my mother*.
- 5) Guru mendiskusikan jawaban dari soal latihan tersebut dengan siswa.
- 6) Guru menjelaskan isi dari teks deskriptif tersebut dan mendiskusikannya bersama siswa.

Mencipta

- 1) Secara berkelompok peserta didik menjawab pertanyaan mengenai teks deskriptif yang telah disediakan.
- 2) Secara berkelompok peserta didik mempresentasikan karakteristik doraemon, sesuai dengan gambar yang telah disediakan.
- 3) Masing-masing kelompok mempresentasikan klasifikasi kartu dan jawaban mereka di depan kelas.

c. Penutup

- 1) Guru dan siswa secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- 2) Guru mengajukan pertanyaan kepada siswa untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
- 3) Guru memberikan tugas kepada siswa untuk berlatih membuat teks deskriptif di rumah
- 4) Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

H. PENILAIAN HASIL PEMBELAJARAN

1. Kompetensi sikap spiritual

- a. Jenis/Teknik Penilaian : Observasi dan penilaian diri
- b. Bentuk Instrumen : Lembar pengamatan dan lembar penilaian diri
- c. Kisi-kisi

No.	Butir Nilai	Indikator	Jumlah Butir Instrument
1.	Bersyukur	Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.	1
		Serius dalam melaksanakan setiap kegiatan pada pembelajarn Bahasa Inggris.	1
		JUMLAH	2

d. Instrument : lihat *Lampiran 1A dan Lampiran 1B*

e. Petunjuk Penentuan Penskoran : lihat Lampiran 3.

2. Kompetensi Sikap Sosial

- a. Jenis/Teknik Penilaian : Observasi dan penilaian diri
- b. Bentuk Instrumen : Lembar pengamatan dan lembar penilaian diri
- c. Kisi-kisi:

No.	Butir Nilai	Indikator	Jumlah Butir
-----	-------------	-----------	--------------

			Instrumen
1.	Santun	Mendeskripsikan orang, binatang, maupun benda kepada teman dan guru dengan bahasa dan cara yang santun.	1
2.	Percaya diri	Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks materi teks deskriptif	1
		JUMLAH	2

d. Instrument : lihat *Lampiran 1A dan Lampiran IB*

e. Petunjuk Penentuan Penskoran : lihat Lampiran 3.

3. Kompetensi Pengetahuan

a. Jenis/Teknik Penilaian : tes tertulis

b. Bentuk Instrumen : menjodohkan

c. Kisi-kisi:

No.	Indikator	Jumlah butir soal	Nomor butir soal
1.	Di sajikan ilustrasi beserta gambar tertentu, mengenai teks mendeskripsikan suatu benda, peserta didik dapat menjodohkan gambar dan ilustrasi secara tepat.	Task 1 (10 butir soal)	1-10
	JUMLAH	10	

d. Instrument : lihat *Lampiran 1A dan Lampiran IB*

e. Petunjuk Penentuan Penskoran : lihat Lampiran 3.

4. Keterampilan

a. Jenis/Teknik Penilaian : tes tertulis

b. Bentuk Instrumen : isian rumpang, pilihan ganda

c. Kisi-kisi:

a. Tes tertulis

No.	Indikator	Jumlah Butir Soal	Nomor Butir Soal
1	Di sajikan beberapa ilustrasi mengenai deskriptif teks, peserta didik diharapkan bisa mengisi isian rumpang secara tepat	Task 2 (10 butir soal)	1-10

2.	Di sajikan pernyataan / ilustrasi situasi tertentu, peserta didik dapat menemukan jawaban yang benar.	Task 2 (10 butir soal)	1-10
	JUMLAH	20	

b. Tes praktik

No.	Indikator	Jumlah Butir Soal
1.	Di sajikan 2 ilustrasi yang berbeda, peserta didik dapat mempresentasikan jawaban mereka di hadapan teman guru dan teman sekelas dengan lancar dan runtut.	2

Mengetahui, April 2015

Guru Pamong

Mahasiswa

Drs. Mujiraharja
NIP. 1965 0526 1998 021 004

Anis Fihayati
NIM. 11202241018

LAMPIRAN 1A

INSTRUMEN PENILAIAN SIKAP SPIRITUAL

(LEMBAR OBSERVASI)

A. Petunjuk Umum

1. Instrumen penilaian sikap spiritual ini berupa Lembar Observasi.
2. Instrumen ini diisi oleh guru yang mengajar peserta didik yang dinilai.

B. Petunjuk Pengisian

Berdasarkan pengamatan Anda selama dua minggu terakhir, nilailah sikap setiap peserta didik Anda dengan memberi skor 4, 3, 2, atau 1 pada *Lembar Observasi* dengan ketentuan sebagai berikut:

4 = apabila SELALU melakukan perilaku yang diamati

3 = apabila SERING melakukan perilaku yang diamati

2 = apabila KADANG-KADANG melakukan perilaku yang diamati.

1 = apabila TIDAK PERNAH melakukan perilaku yang diamati.

C. Lembar Observasi

LEMBAR OBSERVASI

Kelas : ...

Semester : ...

Tahun Pelajaran : ...

Periode Pengamatan : Tanggal ... s.d. ...

Butir Nilai : Bersyukur

Indikator Sikap :

1. Bersemangat dalam melaksanakan setiap pada pembelajaran Bahasa Inggris.
2. Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.

No.	Nama Peserta Didik	Skor Indikator Sikap Spiritual (1-4)		Jumlah Perolehan Skor	Skor Akhir	Tuntas/ Tidak Tuntas
1.						
2.						
3.						
4.	...					

Guru Mata Pelajaran,

Drs. Mujiraharja

NIP. 1965 0526 1998 021 004

LAMPIRAN 1B

INTRUMEN PENILAIAN KI-1 (SIKAP SPIRITUAL)

LEMBAR PENILAIAN DIRI

A. Petunjuk Umum

1. Instrumen penilaian sikap spiritual berupa Lembar Penilaian diri.
2. Instrumen ini diisi oleh PESERTA DIDIK untuk menilai dirinya sendiri.

B. Petunjuk Pengisian

1. Berdasarkan perilaku kalian selama dua minggu terakhir, nilailah sikap diri kalian sendiri dengan memberi tanda centang (✓) pada kolom skor 4, 3, 2, atau 1 pada *Lembar Penilaian Diri* dengan ketentuan sebagai berikut:

4 = apabila SELALU melakukan perilaku yang diamati

3 = apabila SERING melakukan perilaku yang diamati

2 = apabila KADANG-KADANG melakukan perilaku yang diamati.

1 = apabila TIDAK PERNAH melakukan perilaku yang diamati.

2. Kolom SKOR AKHIR dan KETUNTASAN diisi oleh guru.

C. Lembar Penilaian Diri

LEMBAR PENILAIAN DIRI

Kelas : ...

Semester : ...

Tahun Pelajaran : ...

Periode Pengamatan : Tanggal ... s.d. ...

Butir Nilai : Bersyukur

Indikator Sikap :

1. Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.
2. Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.

No.	Pernyataan	Skor				Perolehan Skor	Skor Akhir	Tuntas/ Tidak Tuntas
		1	2	3	4			
1.	Saya bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.							
2.	Saya serius dalam melaksanakan setiap kegiatan pada pembelajaran							

	Bahasa Inggris.						
Jumlah							

Peserta didik,

LAMPIRAN 2A

INSTRUMEN PENILAIAN KI-2 (SIKAP SOSIAL)

LEMBAR OBSERVASI

D. Petunjuk Umum

3. Instrumen penilaian sikap spiritual ini berupa Lembar Observasi.
4. Instrumen ini diisi oleh guru yang mengajar peserta didik yang dinilai.

E. Petunjuk Pengisian

Berdasarkan pengamatan Anda selama dua minggu terakhir, nilailah sikap setiap peserta didik Anda dengan memberi skor 4, 3, 2, atau 1 pada *Lembar Observasi* dengan ketentuan sebagai berikut:

- 4 = apabila SELALU melakukan perilaku yang diamati
- 3 = apabila SERING melakukan perilaku yang diamati
- 2 = apabila KADANG-KADANG melakukan perilaku yang diamati.
- 1 = apabila TIDAK PERNAH melakukan perilaku yang diamati.

F. Lembar Observasi

LEMBAR OBSERVASI

Kelas : ...

Semester : ...

Tahun Pelajaran : ...

Periode Pengamatan : Tanggal ... s.d. ...

Butir Nilai : Menunjukkan perilaku **santun** dan **percaya diri** dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

Indikator Sikap :

1. Menyapa guru dan teman menggunakan Bahasa Inggris yang berterima dan santun.

2. Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/ materi teks deskriptif dengan menghargai kinerja yang baik, serta responsnya dengan santun.

No.	Nama Peserta Didik	Skor Indikator Sikap Sosial		Jumlah Perolehan Skor	Skor Akhir	Tuntas/ Tidak Tuntas
		Indikator 1	Indikator 2			
1.						
2.						
3.						
4.					

LAMPIRAN 2B

INSTRUMEN PENILAIAN KI-2 (SIKAP SOSIAL)

LEMBAR PENILAIAN DIRI

A. Petunjuk Umum

1. Instrumen penilaian sikap sosial ini berupa *Lembar Penilaian Diri*.
2. Instrumen ini diisi oleh PESERTA DIDIK untuk menilai dirinya sendiri.

B. Petunjuk Pengisian

1. Berdasarkan perilaku kalian selama dua minggu terakhir, nilailah sikap diri kalian sendiri dengan memberi tanda centang (✓) pada kolom skor 4, 3, 2, atau 1 pada *Lembar Penilaian Diri* dengan ketentuan sebagai berikut:

- 4 = apabila SELALU melakukan perilaku yang diamati
- 3 = apabila SERING melakukan perilaku yang diamati
- 2 = apabila KADANG-KADANG melakukan perilaku yang diamati.
- 1 = apabila TIDAK PERNAH melakukan perilaku yang diamati.

2. Kolom SKOR AKHIR dan KETUNTASAN diisi oleh guru.

D. Lembar Penilaian Diri

LEMBAR PENILAIAN DIRI

Kelas : ...

Semester : ...

Tahun Pelajaran : ...

Periode Pengamatan : Tanggal ... s.d. ...

Butir Nilai : Menunjukkan perilaku **santun** dan **percaya diri** dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

Indikator Sikap :

1. Menyapa guru dan teman menggunakan Bahasa Inggris yang berterima dan santun.
2. Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/ materi teks deskriptif dengan menghargai kinerja yang baik, serta responsnya dengan santun.

No.	Pernyataan	Skor				Perolehan Skor	Skor Akhir	Nilai	Tuntas /Tidak Tuntas
		1	2	3	4				
Saat pembelajaran Bahasa Inggris saya:									
1.	Menyapa guru dan teman menggunakan Bahasa Inggris yang berterima dan santun.								
2.	Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/ materi teks deskriptif dengan menghargai kinerja yang baik, serta responsnya dengan santun.								
JUMLAH									

Peserta didik

LAMPIRAN 3A

PETUNJUK PENGHITUNGAN SKOR KI-1 & KI-2

(SIKAP SPIRITUAL & SIKAP SOSIAL)

1. Rumus Penghitungan Skor Akhir

Skor Akhir = _____ X 4

Skor Maksimal = Banyaknya Indikator x 4

Skor Maksimal = Banyaknya Indikator x 4

2. Kategori nilai sikap peserta didik didasarkan pada Permendikbud No 81A Tahun 2013 yaitu:

Sangat Baik (SB) : apabila memperoleh Skor Akhir: $3,3 < \text{Skor Akhir} \leq 4,00$

Baik (B) : apabila memperoleh Skor Akhir: $2,33 < \text{Skor Akhir} \leq 3,33$

Cukup (C) : apabila memperoleh Skor Akhir: $1,33 < \text{Skor Akhir} \leq 2,33$

Kurang (K) : apabila memperoleh Skor Akhir: $\text{Skor Akhir} \leq 1,33$

Lampiran 4A

INSTRUMEN PENILAIAN K-3 (PENGETAHUAN)

Task 1

Identify the characteristics of the Doraemon. Put each of the pictures into the correct column.





Who am I ???

1. I am a strict taskmaster who often scolds Nobita seriously for not completing his homework and still getting zero points all the time. The punishments on Nobita range from standing in the hallway, to sweeping the classroom after-school. I also usually see Nobita on the streets and often cheer him on to study hard to get higher scores during exams.
Who am I?

2. I am the younger sister of Nobita's friends. I also have a bad temper like my brother. According to Doraemon's Future Album, I would have been Nobita's wife in the future.
Who am I?

3. He also has the tendency to panic during emergencies, characterized by him frantically trying to pull out a very much-needed tool from his pocket, only to produce a huge assortment of unrelated household items.
Who am I??

4. I am inconsiderate of Nobita, often seen arriving home from work to placate Tamako's pride towards Nobita. I have trouble quitting smoking and am self-conscious about my inability to pass the driving test. I had many unsimilar personalities with Nobita when I was young: got bad grades and scolded by my father.
Who am I?

5. I am strong, and bad temper. I also frequently steal other children's toys and

<p>books under the pretext of "borrowing" them, unless the toy is damaged. However, I don't hesitate to help my friends when they are in real trouble. I also have a younger sister. Who am I?</p>	
<p>6. I am the little sister of Nobita's friends. I have ears that resemble a large red bow. I sometimes visit Nobita with a time machine when Nobita's friends is "off-duty" or to help him with something. In a story, Nobita is intent on replacing Doraemon with me because I have better skills. Who am I?</p>	
<p>7. I have a special cute nickname, I am smart, kind and good looking. I often try to encourage Nobita to do better, though I usually fail to convince him. I like to take a bath several times a day. Who am I??</p>	
<p>8. I can be very strict where is usually seen scolding Nobita for his actions, grounding him, or sending him out of the house. I actually care about her son deeply. I have a tendency of stopping Nobita from going out to play and force him to study. Who am I?</p>	
<p>9. I am rich kid who loves to flaunt his material wealth before everyone. I like to show off some new video game or toy which evokes Nobita's envy. I sometimes despise Nobita and often make fun of Nobita. I have an extensive knowledge of science, and is a talented artist and designer. Who am I?</p>	
<p>10. He is a fourth grade. He wears a red or yellow polo shirt with a white collar, and blue or black shorts. He is also dumb, uncoordinated, dim-witted, weak, frail, childish, unlucky and bad at sports. Who am I??</p>	

Lampiran 4B

PETUNJUK PENGHITUNGAN SKOR KI-3

(PENGETAHUAN)

A. Untuk soal I

Jawaban benar untuk masing-masing butir soal diberi skor 1 dan jawaban salah diberi skor 0.

Penentuan Skor A = _____ X 4

B. Penentuan skor akhir = Skor A + Skor B

Lampiran 5A

INSTRUMEN PENILAIAN KI-4

(KETRAMPILAN)

Task 2

Complete the following story by using the correct words in the box.

Pocket – will – favorite – cat – has – is – doraemon – no – gadget - japanese



Doraemon (1)..... one of the characters in a (2)..... manga series created by Fujiko Fujio. Doraemon is a robotic cat. He (3)..... small body and white hands and feet. Although he can hear perfectly well, Doraemon has (4)..... ears.

Doraemon possesses future. The pocket is



a large (5)..... that can produce many gadgets from the called *yojigen-pocket*, or fourth- dimensional pocket.

Doraemon's (6)..... food is *dorayaki*, a Japanese treat filled with red bean paste.

This robotic (7)..... has the tendency to panic during emergencies. In an emergency situation, he (8)..... frantically pull out every unnecessary (9)..... from his pocket. Nevertheless, (10)..... is a good cat. He always helps Nobita.



Read text carefully. Choose the correct answer by crossing a, b, c, or d.

1. What does the text mainly talk about?
 - a. Doraemon
 - b. Fujiko Fujio
 - c. Robotic cats
 - d. Nobita
2. "... he will frantically pull out every unnecessary ..." (paragraph 3).
The underline word can be best replaced by ...
 - a. Happily
 - b. Calmly
 - c. Worriedly
 - d. Diligently
3. What is the weakness of Doraemon?
 - a. He has a magic pocket
 - b. He gets panic easily
 - c. He is only a robotic cat
 - d. He likes eating *Dorayaki*
4. What kind of text is the text above?
 - a. Recount
 - b. Descriptive
 - c. Narrative
 - d. Report
5. The generic structure of the text is
 - a. Description – identification
 - b. Identification – description
 - c. Orientation – events – Reorientation
 - d. Reorientation – events – Orientation
6. 'Doraemon is a robotic cat' .
The sentence is the of the text.
 - a. Description
 - b. Orientation
 - c. Identification
 - d. Events
7. 'Doraemon is one of the characters in a Japanese manga series created by Fujiko Fujio.'
The sentence is one of the of the text.
 - a. Events
 - b. Orientations
 - c. Descriptions
 - d. Identifications
8. What does Doraemon look like?
 - a. short with long body and strong legs
 - b. Brown, with long and thick fur

- c. slim body, long legs
 - d. small body and white hands and feet
9. "... is a Japanese treat filled with red bean paste
- a. dorayaki
 - b. yojigen-pocket
 - c. robotic
 - d. baling-baling bamboo
10. What is the attitude of doraemon
- a. naughty
 - b. lazy
 - c. helpful
 - d. cute

Lampiran 5B

PETUNJUK PENENTUAN SKOR KI-4 (KETRAMPILAN)

A. Rubrik untuk penilaian ketrampilan berbicara

ASPEK	KETERANGAN	SKOR
Pelafalan	• Sangat jelas sehingga mudah dipahami.	4
	• Mudah dipahami meskipun pengaruh bahasa ibu dapat dideteksi.	3
	• Ada masalah pengucapan sehingga pendengar perlu konsentrasi penuh.	2
	• Ada masalah pengucapan yang serius sehingga tidak bisa dipahami.	1
Tatabahasa	• Tidak ada atau sedikit kesalahan tatabahasa.	4
	• Kadang-kadang ada kesalahan tetapi tidak mempengaruhi makna.	3
	• Sering membuat kesalahan sehingga makna sulit dipahami.	2
	• Kesalahan tatabahasa sangat parah sehingga tidak dapat dipahami.	1
Kosakata	• Menggunakan kosakata dan ungkapan yang tepat.	4
	• Kadang-kadang menggunakan kosakata yang kurang tepat sehingga harus menjelaskan lagi.	3
	• Sering menggunakan kosakata yang tidak tepat. • Kosakata sangat terbatas sehingga percakapan tidak mungkin terjadi.	2

		1
Kelancaran	<ul style="list-style-type: none"> • Sangat lancar. • Kelancaran sedikit terganggu oleh masalah bahasa. • Sering ragu-ragu dan terhenti karena keterbatasan bahasa. • Bicara terputus-putus dan terhenti sehingga percakapan tidak mungkin terjadi. 	4
		3
		2
		1

B. Rumus Penghitungan Skor Akhir:

Skor Akhir = _____ X 4

Skor Maksimal = Banyaknya indikator x 4

Lampiran 6

INSTRUMENT SOAL

KARTU

Identify the characteristics of the Doraemon. Put each of the picturea into the correct column.



Who am I ???

1. I am a strict taskmaster who often scolds Nobita seriously for not completing his homework and still getting zero points all the time. The punishments on Nobita range from standing in the hallway to sweeping the classroom after-school. I also usually see Nobita on the streets and often cheer him on to study hard to get higher scores during exams.
Who am I?

2. I am the younger sister of Nobita's friends. I also have a bad temper like my brother. According to Doraemon's Future Album, I would have been Nobita's wife in the future.
Who am I?

3. He also has the tendency to panic during emergencies, characterized by him frantically trying to pull out a very much-needed tool from his pocket, only to produce a huge assortment of unrelated household items.
Who am I??

4. I am inconsiderate of Nobita, often seen arriving home from work to placate Tamako's pride towards Nobita. I have trouble quitting smoking and am self-conscious about my inability to pass the driving test. I had many unsimilar personalities with Nobita when I was young: got bad grades and scolded by my father.
Who am I?

5. I am strong, and bad temper. I also frequently steal other children's toys and books under the pretext of "borrowing" them, unless the toy is damaged. However, I don't hesitate to help my friends when they are in real trouble. I also have a younger sister.
Who am I?

<p>6. I am the little sister of Nobita's friends. I have ears that resemble a large red bow. I sometimes visit Nobita with a time machine when Nobita's friends is "off-duty" or to help him with something. In a story, Nobita is intent on replacing Doraemon with me because I have better skills.</p> <p>Who am I?</p>	
<p>7. I have a special cute nickname, I am smart, kind and good looking. I often try to encourage Nobita to do better, though I usually fail to convince him. I like to take a bath several times a day.</p> <p>Who am I??</p>	
<p>8. I can be very strict where is usually seen scolding Nobita for his actions, grounding him, or sending him out of the house. I am actually care about her son deeply. I have a tendency of stopping Nobita from going out to play and force him to study.</p> <p>Who am I?</p>	
<p>9. I am rich kid who loves to flaunt his material wealth before everyone. I like to show off some new video game or toy which evokes Nobita's envy. I sometimes despise Nobita and often make fun of Nobita. I have an extensive knowledge of science, and is a talented artist and designer.</p> <p>Who am I?</p>	
<p>10. He is a fourth grade. He wears a red or yellow polo shirt with a white collar, and blue or black shorts. He is also dumb, uncoordinated, dim-witted, weak, frail, childish, unlucky and bad at sports.</p> <p>Who am I??</p>	

Task 1

Complete the following story by using the correct words in the box.

Pocket – will – favorite – cat – has – is – doraemon – no – gadget - japanese



Doraemon (1)..... one of the characters in a (2)..... manga series created by Fujiko Fujio. Doraemon is a robotic cat. He (3)..... small body and white hands and feet. Although he can hear perfectly well, Doraemon has (4)..... ears.

Doraemon possesses future. The pocket is Doraemon's (6)..... paste.



a large (5)..... that can produce many gadgets from the called *yojigen-pocket*, or fourth- dimensional pocket. food is *dorayaki*, a Japanese treat filled with red bean

This robotic (7)..... has the tendency to panic during emergencies. In an emergency situation, he (8)..... frantically pull out every unnecessary (9)..... from his pocket. Nevertheless, (10)..... is a good cat. He always helps Nobita.



Read text carefully. Choose the correct answer by crossing a, b, c, or d.

- What does the text mainly talk about?
 - Doraemon
 - Fujiko Fujio
 - Robotic cats
 - Nobita
- “... he will frantically pull out every unnecessary ... “ (paragraph 3). The underline word can be best replaced by ...
 - Happily
 - Calmly
 - Worriedly
 - Diligently
- What is the weakness of Doraemon?
 - He has a magic pocket
 - He gets panic easily
 - He is only a robotic cat
 - He likes eating *Dorayaki*
- What kind of text is the text above?
 - Recount
 - Descriptive
 - Narrative
 - Report

5. The generic structure of the text is
- Description – identification
 - Identification – description
 - Orientation – events – Reorientation
 - Reorientation – events – Orientation
6. ‘Doraemon is a robotic cat’ .
The sentence is the of the text.
- Description
 - Orientation
 - Identification
 - Events
7. ‘Doraemon is one of the characters in a Japanese manga series created by Fujiko Fujio.’
The sentence is one of the of the text.
- Events
 - Orientations
 - Descriptions
 - Identifications
8. What does Doraemon look like?
- short with long body and strong legs
 - Brown, with long and thick fur
 - slim body, long legs
 - small body and white hands and feet
9. “.... is a Japanese treat filled with red bean paste
- dorayaki
 - yojigen-pocket
 - robotic
 - balong-balong bamboo
10. What is the attitude of doraemon
- naughty
 - lazy
 - helpful
 - cute

APPENDIX C

INSTRUMENTS

BLUEPRINT OF READING COMPREHENSION PRETEST

MATA PELAJARAN : Bahasa Inggris
KELAS / SEMESTER : VII / II
TAHUN PELAJARAN : 2015 / 2016
JUMLAH SOAL : 40 Butir Soal → Pilihan Ganda

KD 3.10

Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.

No	Topic Areas	Item Numbers	Total
1.	Topic	1, 12, 32, 35	4
2.	Vocabulary	4, 5, 6, 8, 10, 16, 22, 33, 34	9
3.	Finding Reference	3, 9, 15, 29, 30, 36	6
4.	Detail Information	7, 11, 13, 14, 17, 18, 19, 23, 24, 25, 26, 27, 28, 36, 38	15
5.	Inferences	2, 20, 21, 31, 39, 40	6
			40

Answer key for Pre-Test

1. B	11. A	21. C	31. A
2. C	12. C	22. D	32. A
3. C	13. D	23. D	33. C
4. B	14. A	24. A	34. D
5. B	15. A	25. D	35. C
6. B	16. B	26. B	36. B
7. A	17. D	27. C	37. B
8. C	18. B	28. A	38. C
9. A	19. B	29. C	39. D
10. D	20. A	30. D	40. D

Total Answers

- A : 10
- B : 10
- C : 10
- D : 10

Total questions: 40 items



READING COMPREHENSION PRE-TEST AND POST-TEST



Choose the correct answers by crossing (x) a, b, c, or d.



Text 1 (for questions 1 - 10)

Nabila is the youngest in our family. She is fourteen years old and four years younger than me. She has long, straight hair, bright eyes, and a friendly smile. Sometimes, she is rather naughty at home, but he usually does what she is to do.

Nabila is interested in drawing very much. She likes to draw some kind of flowers. Everyday she draws flowers and coloring well. She often take parts in drawing competition.

1. From the text we know ...
 - a. The writer's youngest sister
 - b. The writer's elder sister
 - c. A naughty girl
 - d. A friendly girl
2. Based on the text we know the writer is...years old.
 - a. fourteen
 - b. sixteen
 - c. eighteen
 - d. nineteen
3. "She is fourteen years old . . . than me."
The underlined word refers to
 - a. The writer's brother
 - b. The writer's family
 - c. The writer
 - d. Nabilla
4. "Nabila is interested in drawing very much."
The underlined phrase can be replaced with...
 - a. dislike drawing
 - b. really likes drawing
 - c. hates drawing very much
 - d. finds drawing not really entertaining

5. “But she usually does what she is asked to do”
The underlined phrase means ...
- She is lazy.
 - She is diligent.
 - She always asks.
 - She does anything he wants.
6. “She is rather naughty at home.” What is the antonym of the word underline in this sentence ...?
- disobey
 - obey
 - kindly
 - deeply

Text 2 (for questions 7 - 11)

Koes Plus was well known as a pop music group in the seventies until the eighties. At that time, most Indonesian people were crazy about their songs because they were nice and simple. Every radio station broadcasted their songs and always put them in the top of music. Their music shows were always full of audience.

7. What is the purpose of the text...?
- To describe about Koes Plus
 - To entertain the readers with Koes Plus
 - To ask the students to see Koes Plus show
 - To persuade the readers to listen Koes Plus songs
8. “Most Indonesian people were crazy about their songs...”. What does the underlined phrase mean...?
- mad
 - lazy
 - fanatic
 - drunken
9. “Every radio station broadcasted **their** songs...”. The word “their “ in this sentence refer to...
- Koes Plus
 - musics
 - songs
 - radio
10. “ Koes Plus was **well known** as a pop music group...” The word well known

Has the same meaning with...

- a. interested
- b. diligent
- c. favorite
- d. popular

11. Why were Indonesian people crazy about their songs?

Because their songs were...

- a. nice and simple
- b. nice and well-known
- c. simple and well-known
- d. interesting and simple

Text 3 (for questions 12 - 17)

The wonder boy, Wayne Rooney is a very popular footballer in the world. At the age of 16, Rooney was a top goal scorer for Everton. It is his first team.

Wayne Rooney was born on October 24th, 1985 I Liverpool. He is the son of a working class family. He grew up in Croxteth. He was brought up in a three bedroom house with his parents, Jeanette and Wayne had a dream. He wanted to be the best footballer. His family were Evert lovers and Rooney's old bedroom window was filled with Everton Flags.

His debut in Everton Football Club was in August 2002. His first league goal came in October 2002 when he became the youngest goal scorer in the story of the premier League at the age of 16 years. In 2004, he joined Manchester United. Nowadays he becomes the world's most expensive teenager football player.

12. What is the text mostly about?

- a. England football player
- b. Wonder boys
- c. Wayne Rooney
- d. Top goal scorer

13. In what club did Wayne Rooney score his first goal ?

- a. Arsenal
- b. Manchester United
- c. Liverpool
- d. Everton

14. What is the main idea of paragraph one...?

- a. Rooney is very famous.
- b. Rooney lives in simple family.
- c. Rooney becomes the youngest footballer.
- d. Rooney has been fan on Everton since he was young.

15. "...He was brought up in a three bedroom house...".

The word **he** in this sentence refer to...

- a. Wayne Rooney
- b. Graham Rooney
- c. John Rooney
- d. Wayne's father

16. "In 2004, he joined Manchester United. The underlined word in this sentence has the same meaning with...

- a. look for
- b. take part
- c. arrived
- d. look at

17. When did his first league goal come?

- a. October 1985
- b. August 2002
- c. September 2002
- d. October 2002

Text 4 (for questions 18- 20)

Bali is an island in the Indonesia archipelago. It is in the south of the equator and has warm weather all the year. The rainy season is November to April , but it can rain anytime. Bali is 120 kilometers wide from east to west and 80 kilometers from north to south, so everywhere is quite close to the sea. Bali is shaped like a diamond. Mouth Agung, a volcano, is 3.142 meters high and is visible from far away. Most of the people are Hindus. There are many temples and many religious festivals.

Tourism is the most important industry. Many tourists visit Bali to see beautiful scenery and interesting festivals, to swim in the warm seas, to look at beautiful mountains and valleys, and to shop for inexpensive and beautiful clothes, paintings, and

18. Where is Bali located?

- a. It is along the equator
- b. In the south of equator
- c. 120 km from east to west
- d. Close to many temples and Mount Agung

19. The last paragraph is about...

- a. The location of Bali
- b. The most important industry in Bali
- c. The most popular thing in Bali
- d. Beautiful mountains in Bali

20. Which one of the following statements is NOT TRUE according to the text?

- a. Bali has four seasons.
- b. Bali is beautiful and interesting.
- c. Bali is surrounding by the sea.
- d. Bali is one of tourism destination in Indonesia.

Text 5 (for questions 21 - 24)

Lions are often called the kings of the jungle. They can weigh between 250 and 550 pounds. It depends on sex and age. They can grow up to be 14 years old in the wild and over the age 20 years old in captivity. They become capable at hunting at the age of two and are fully grown after 5 or 6 years. Male lions are distinguishable for their impressive **manes**, which signifies their masculinity and reflects their health. The darker and thicker the mane, the healthier the lion is. It allows the lions to appear stronger and frightening to warn off enemies, particularly humans. The manes also appeals to lionesses. It is scientifically proven that they mate more with lions with thick and dark manes. Lion with no manes are either genetically inbred or have been castrated.

21. What is the best title of the text?
- a. The Lions
 - b. Fully Grown Lions
 - c. Lions the kings of Jungle
 - d. The lion's mane
22. What does the word "manes" mean?
- a. The lions' sharp teeth
 - b. The lions' impressive paws
 - c. The lions' skin and fur
 - d. The lions' hair growing on the neck
23. What kind of text is the text above?
- a. recount
 - b. report
 - c. narrative
 - d. descriptive
24. What is the purpose of the text?
- a. to describe about lions in general
 - b. to talk about the writer's favorite animal
 - c. to persuade readers to like lions and their manes
 - d. to share the writer's experience with lions.

Text 6 (for questions 25- 29)

I have a close Friend. She is beautiful, attractive and trendy. She always wants to be a trend setter of the day. She always pays much attention to her appearance. Recently, she bought a new stylist foot legs from blowfish shoes products. These shoes really match on her.

Her new blowfish women's shoes are wonderful. When she is walking on those shoes, all her friends, including me watch and admire that she has the most suitable shoes on her physical appearance. The style, bright color, and brand represent her as a smart woman of the day. She really has perfect appearance.

She is really mad on those shoes. She said that the products covered all genders. The blowfish men's shoes are as elegant as she has. The products provide varieties of choice. Ballet, casual, boot athletic shoes are designed in attractive way. The products are international trade mark and become the hottest trend.

25. 'She is beautiful, attractive and trendy'.
The sentence is one of the of the text.

- a. events
 - b. orientations
 - c. identifications
 - d. descriptions
26. The writer's friend has just bought ... from blowfish shoes products.
- a. a new match shoes
 - b. a new stylist foot legs
 - c. a trendy and attractive shoes
 - d. a brand and bright color shoes
27. Why does the writer admire her friend?
- a. She likes wearing an international trade mark shoes.
 - b. She always wants to be a trendy and attractive woman.
 - c. She has the most suitable shoes on her physical appearance.
 - d. She really has perfect appearance with her wonderful shoes.
28. Writer writes the text in order to ...
- a. describe her friend's style and her new shoes.
 - b. explain an international trademark shoes.
 - c. share her experience with her friend.
 - d. tell blowfish shoes products.
29. "She really has perfect appearance." The word "she" refers to ...
- a. the writer
 - b. a close friend
 - c. the writer's friend.
 - d. a blowfish women's shoes

Text 7 (for questions 30- 34)

Boyolali regency is located in north of Solo and east of Merapi and Merbabu Mountains. This regency has been known for its production of fresh milk for a long time, no wonder, the cow statues adorn Boyolali town.

There are six main cow statues in Boyolali. They are displayed in different places. The statues are made of concrete. The color and the shape are made in such a way to resemble the real cows. However, the size is made bigger to catch the eye.

Besides decorating the town, the statues also turn out to be helpful for people from out of town to find places they are seeking in Boyolali. By mention the position of the statue, people can get their way easily.

30. '...they are seeking in Boyolali' (paragraph 3)
What does the underlined word refer to?
- a. real cows
 - b. places in Boyolali
 - c. cow statues
 - d. people from out town
31. What is the main idea of the last paragraph?
- a. The statues help people to find places easily.

- b. The statues decorate the town beautifully.
 - c. The cow can get their way easily around the town.
 - d. The people from out of town easily find the statues.
32. The text mainly tells us about...
- a. cow statues in Boyolali the
 - b. how to raise cows
 - c. color of the statues
 - d. a town called Boyolali
33. Boyolali regency is located in north of Solo. What is the opposite of the underline word?
- a. west
 - b. east
 - c. south
 - d. north
34. Boyolali regency is located in north of Solo and east of Merapi and Merbabu Mountains. What is the Indonesian meaning of the underline word?
- a. barat
 - b. selatan
 - c. utara
 - d. timur

Text 8 (for questions 35- 40)

Victoria Caroline Beckham is an English singer – songwriter, dancer, model, actress, fashion designer and business woman. She was born on April 17, 1974, in Essex, England. She became famous in the 1990's with the pop group "The Spice Girl" and was known as Posh Spice. In 1999, she married the Manchester United and England footballer, David Beckham. They have four children, three sons and a daughter.

After The Spice Girl split up, she pursued a solo singer career, but also started her own fashion range called dVb Style. Since this initial foray into fashion Victoria Beckham has brought out her own range of sunglasses and fragrance, entitled "Intimately Beckham" and a range of handbags and jewelry.

In addition she had written two best-selling books: one her autobiography and the other, a fashion guide.

35. What does the text mainly talk about?
- a. The Spice Girl
 - b. David Beckham
 - c. Victoria Caroline Beckham
 - d. Victoria Caroline Beckham's family
36. The generic structure of the text is
- a. description – identification
 - b. identification – description
 - c. orientation – events – reorientation
 - d. reorientation – events – orientation

37. **They** have four children, three sons and a daughter. The word **they** in this sentence refer to...
- a. The Manchester United and England footballer.
 - b. Victoria Caroline Beckham and David Becham.
 - c. The Spice Girl and Posh Spice.
 - d. Victoria Caroline Beckham and the Manchester United.
38. What did Victoria do before being a solo singer?
- a. Married to David Beckham
 - b. Created fashion style
 - c. Joined The Spice Girl
 - d. Wrote many books
39. We found in the text that
- a. Victoria named her fragrance by dVb style.
 - b. Beckham is Victoria's autobiography.
 - c. Posh Spice is the title of her new album.
 - d. Beckham is Victoria's brand for her fragrance.
40. Based on the text, what do we know about Victoria?
- a. She is an ordinary woman.
 - b. She designed The Spice Girls.
 - c. She married to an ordinary person.
 - d. She is a multi-talented woman.

GOOD LUCK

NORMA PENILAIAN

Skor Akhir = ————— X 100

TABEL SKOR DAN NILAI

Nilai Kualitatif	Nilai Kuantitatif	Nilai Kompetensi		
		Pengetahuan	Keterampilan	Sikap
A	91,51 – 100,00	4	4	SB
A-	83,26 – 91,50	3,66	3,66	
B+	75,01 – 83,25	3,33	3,33	
B	66,51 – 75,00	3	3	B
B-	58,26 – 66,50	2,66	2,66	
C+	50,01 – 58,28	2,33	2,33	
C	41,51 – 50,00	2	2	C
C-	33,26 – 41,50	1,66	1,66	
D+	25,01 – 33,25	1,33	1,33	
D	0,00 – 25,00	1	1	K

JUMLAH SKOR: 40, NILAI MAXIMAL 100

Skor	Nilai	Predikat
40	100	A
39	97,5	A
38	95	A
37	92,5	A
36	90	A-
35	87,5	A-
34	85	A-
33	82,5	B+
32	80	B+
31	77,5	B+

Skor	Nilai	Predikat
30	75	B
29	72,5	B
28	70	B
27	67,5	B
26	65	B-
25	62,5	B-
24	60	B-
23	57,5	C+
22	55	C+
21	52,5	C+

Skor	Nilai	Predikat
20	50	C
19	47,5	C
18	45	C
17	42,5	C
16	40	C-
15	37,5	C-
14	35	C-
13	32,5	D+
12	30	D+
11	27,5	D+

Skor	Nilai	Predikat
10	25	D
9	22,5	D
8	20	D
7	17,5	D
6	15	D
5	12,5	D
4	10	D
3	7,5	D
2	5	D
1	2,5	D

Yogyakarta, April 2015

Mengetahui,
Guru Pamong

Praktikan

Drs. Mujiraharja
NIP. 1965 0526 1998 021 004

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Item Statistics					Alternative Statistics				
Seq. No. Key	Scale -Item	Prop. Correct	Biser. Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser. Biser.	Point Biser.	
1	0-1	0.000	-9.000	-9.000	A	0.000	-9.000	-9.000	*
					B	0.000	-9.000	-9.000	
					C	0.000	-9.000	-9.000	
					D	0.000	-9.000	-9.000	
					Other	1.000	-9.000	-9.000	
2	0-2	0.176	0.438	0.298	A	0.765	-0.612	-0.444	
					B	0.176	0.438	0.298	*
		CHECK THE KEY			C	0.059	0.639	0.318	?
		B was specified, C works better			D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
3	0-3	0.088	0.277	0.156	A	0.500	-0.248	-0.198	
					B	0.294	-0.241	-0.182	
		CHECK THE KEY			C	0.088	0.277	0.156	*
		C was specified, D works better			D	0.118	0.697	0.427	?
					Other	0.000	-9.000	-9.000	
4	0-4	0.000	-9.000	-9.000	A	0.706	0.241	0.182	?
					B	0.000	-9.000	-9.000	*
		CHECK THE KEY			C	0.265	-0.273	-0.203	
		B was specified, A works better			D	0.029	0.098	0.039	
					Other	0.000	-9.000	-9.000	
5	0-5	0.147	0.572	0.372	A	0.324	0.097	0.075	
					B	0.500	-0.527	-0.420	
					C	0.147	0.572	0.372	*
					D	0.029	0.652	0.258	
					Other	0.000	-9.000	-9.000	
6	0-6	0.088	0.663	0.374	A	0.176	0.104	0.071	
					B	0.088	0.663	0.374	*
					C	0.441	-0.002	-0.001	
					D	0.294	-0.384	-0.290	
					Other	0.000	-9.000	-9.000	

7	0-7	0.000	-9.000	-9.000	A	0.000	-9.000	-9.000	
					B	0.853	-0.250	-0.162	
					C	0.147	0.250	0.162	?
					D	0.000	-9.000	-9.000	*
					Other	0.000	-9.000	-9.000	

CHECK THE KEY

D was specified, C works better

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Item Statistics					Alternative Statistics				
Seq. No. Key	Scale -Item	Prop. Correct	Biser. Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser. Biser.	Point Biser.	
8	0-8	0.324	-0.144	-0.110	A	0.324	-0.144	-0.110	*
					B	0.353	0.012	0.009	
					C	0.029	-0.272	-0.108	
					D	0.294	0.190	0.144	?
					Other	0.000	-9.000	-9.000	
9	0-9	0.382	0.223	0.175	A	0.000	-9.000	-9.000	
					B	0.147	0.035	0.023	
					C	0.471	-0.234	-0.186	
					D	0.382	0.223	0.175	*
					Other	0.000	-9.000	-9.000	
10	0-10	0.029	-0.087	-0.034	A	0.176	0.008	0.006	
					B	0.000	-9.000	-9.000	
					C	0.029	-0.087	-0.034	*
					D	0.794	0.013	0.009	?
					Other	0.000	-9.000	-9.000	
11	0-11	0.324	0.063	0.048	A	0.088	0.045	0.026	
					B	0.441	0.092	0.073	?
					C	0.324	0.063	0.048	*
					D	0.147	-0.288	-0.187	
					Other	0.000	-9.000	-9.000	
12	0-12	0.176	0.629	0.427	A	0.176	0.629	0.427	*
					B	0.029	-0.456	-0.181	
					C	0.765	-0.452	-0.327	
					D	0.029	0.098	0.039	
					Other	0.000	-9.000	-9.000	
13	0-13	0.059	-0.415	-0.207	A	0.765	-0.090	-0.065	
					B	0.147	0.303	0.197	?
					C	0.029	0.098	0.039	
					D	0.059	-0.415	-0.207	*
					Other	0.000	-9.000	-9.000	

14	0-14	0.000	-9.000	-9.000	A	0.059	-0.310	-0.155	
					B	0.000	-9.000	-9.000	*
					C	0.324	0.476	0.365	?
					D	0.618	-0.353	-0.277	
					Other	0.000	-9.000	-9.000	

CHECK THE KEY

B was specified, C works better

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Item Statistics					Alternative Statistics				
Seq. No. Key	Scale -Item	Prop. Correct	Biser. Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser. Biser.	Point Biser.	
15	0-15	0.088	0.509	0.287	A	0.088	0.509	0.287	*
					B	0.824	-0.247	-0.168	
					C	0.059	0.112	0.056	
					D	0.029	-0.456	-0.181	
					Other	0.000	-9.000	-9.000	
16	0-16	0.059	0.112	0.056	A	0.882	0.055	0.034	
					B	0.029	-0.456	-0.181	
					C	0.059	0.112	0.056	*
					D	0.029	0.098	0.039	
					Other	0.000	-9.000	-9.000	
17	0-17	0.029	0.652	0.258	A	0.029	-0.087	-0.034	
					B	0.206	-0.317	-0.223	
					C	0.735	0.160	0.119	
					D	0.029	0.652	0.258	*
					Other	0.000	-9.000	-9.000	
18	0-18	0.000	-9.000	-9.000	A	0.000	-9.000	-9.000	*
					B	0.147	-0.019	-0.012	
					C	0.088	-0.186	-0.105	
					D	0.765	0.111	0.081	?
					Other	0.000	-9.000	-9.000	
					CHECK THE KEY				
					A was specified, D works better				
19	0-19	0.618	0.069	0.054	A	0.618	0.069	0.054	*
					B	0.059	0.217	0.108	
					C	0.176	-0.516	-0.351	
					D	0.147	0.357	0.232	?
					Other	0.000	-9.000	-9.000	
					CHECK THE KEY				
					A was specified, D works better				
20	0-20	0.059	0.849	0.423	A	0.794	-0.378	-0.266	
					B	0.059	0.849	0.423	*
					C	0.029	-0.641	-0.254	
					D	0.118	0.258	0.158	
					Other	0.000	-9.000	-9.000	

21	0-21	0.059	0.112	0.056	A	0.029	0.098	0.039	
					B	0.500	-0.124	-0.099	
					C	0.412	0.077	0.061	?
					D	0.059	0.112	0.056	*
					Other	0.000	-9.000	-9.000	

CHECK THE KEY

D was specified, C works better

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Item Statistics					Alternative Statistics				
Seq. No. Key	Scale -Item	Prop. Correct	Biser. Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	
22	0-22	0.059	0.428	0.213	A	0.029	0.837	0.331	?
					B	0.059	0.428	0.213	*
		CHECK THE KEY			C	0.029	-0.641	-0.254	
		B was specified, A works better			D	0.882	-0.321	-0.196	
					Other	0.000	-9.000	-9.000	
23	0-23	0.088	0.045	0.026	A	0.059	0.322	0.161	?
					B	0.853	-0.196	-0.127	
		CHECK THE KEY			C	0.088	0.045	0.026	*
		C was specified, A works better			D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
24	0-24	0.059	-0.310	-0.155	A	0.029	-0.456	-0.181	
					B	0.000	-9.000	-9.000	
		CHECK THE KEY			C	0.059	-0.310	-0.155	*
		C was specified, D works better			D	0.912	0.418	0.236	?
					Other	0.000	-9.000	-9.000	
25	0-25	0.059	0.744	0.371	A	0.059	-0.310	-0.155	
					B	0.059	0.744	0.371	*
					C	0.853	-0.250	-0.162	
					D	0.029	0.098	0.039	
					Other	0.000	-9.000	-9.000	
26	0-26	0.118	0.007	0.005	A	0.118	0.007	0.005	*
					B	0.765	-0.170	-0.123	
		CHECK THE KEY			C	0.059	0.428	0.213	?
		A was specified, C works better			D	0.059	0.006	0.003	
					Other	0.000	-9.000	-9.000	
27	0-27	0.029	0.098	0.039	A	0.794	-0.031	-0.022	
					B	0.029	0.098	0.039	*
					C	0.000	-9.000	-9.000	
					D	0.176	0.008	0.006	
					Other	0.000	-9.000	-9.000	

28	0-28	0.794	0.360	0.254	A	0.029	-0.641	-0.254	
					B	0.794	0.360	0.254	*
					C	0.176	-0.230	-0.156	
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	

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Item Statistics					Alternative Statistics				
Seq. No. Key	Scale -Item	Prop. Correct	Biser. Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser. Biser.	Point Biser.	
29	0-29	0.000	-9.000	-9.000	A	0.088	-0.418	-0.236	
					B	0.735	-0.104	-0.077	
		CHECK THE KEY			C	0.176	0.390	0.265	?
		D was specified, C works better			D	0.000	-9.000	-9.000	*
					Other	0.000	-9.000	-9.000	
30	0-30	0.088	0.509	0.287	A	0.088	0.509	0.287	*
					B	0.500	0.031	0.025	
					C	0.059	-0.205	-0.102	
					D	0.353	-0.188	-0.146	
					Other	0.000	-9.000	-9.000	
31	0-31	0.088	0.200	0.113	A	0.559	-0.217	-0.173	
					B	0.147	0.196	0.127	?
		CHECK THE KEY			C	0.088	0.200	0.113	*
		C was specified, B works better			D	0.206	0.031	0.022	
					Other	0.000	-9.000	-9.000	
32	0-32	0.059	0.112	0.056	A	0.118	0.258	0.158	?
					B	0.029	0.282	0.112	
		CHECK THE KEY			C	0.794	-0.291	-0.205	
		D was specified, A works better			D	0.059	0.112	0.056	*
					Other	0.000	-9.000	-9.000	
33	0-33	0.118	0.571	0.350	A	0.118	0.571	0.350	*
					B	0.529	-0.201	-0.160	
					C	0.029	-0.641	-0.254	
					D	0.324	0.028	0.022	
					Other	0.000	-9.000	-9.000	
34	0-34	0.088	0.663	0.374	A	0.765	-0.572	-0.415	
					B	0.029	-0.456	-0.181	
					C	0.118	0.509	0.311	
					D	0.088	0.663	0.374	*
					Other	0.000	-9.000	-9.000	

35	0-35	0.500	0.372	0.297	A	0.059	-0.310	-0.155	
					B	0.147	0.303	0.197	
					C	0.500	0.372	0.297	*
					D	0.294	-0.528	-0.399	
					Other	0.000	-9.000	-9.000	

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Item Statistics					Alternative Statistics				
Seq. No. Key	Scale -Item	Prop. Correct	Biser. Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser. Biser.	Point Biser.	
36	0-36	0.559	-0.217	-0.173	A	0.147	0.626	0.407	?
					B	0.294	-0.169	-0.128	
		CHECK THE KEY			C	0.559	-0.217	-0.173	*
		C was specified, A works better			D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
37	0-37	0.176	0.724	0.492	A	0.029	0.098	0.039	
					B	0.176	0.724	0.492	*
					C	0.765	-0.653	-0.473	
					D	0.029	0.098	0.039	
					Other	0.000	-9.000	-9.000	
38	0-38	0.176	0.676	0.460	A	0.176	0.676	0.460	*
					B	0.794	-0.595	-0.419	
					C	0.029	-0.087	-0.034	
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
39	0-39	0.500	-0.062	-0.049	A	0.500	-0.062	-0.049	*
					B	0.000	-9.000	-9.000	
		CHECK THE KEY			C	0.088	0.741	0.418	?
		A was specified, C works better			D	0.412	-0.241	-0.191	
					Other	0.000	-9.000	-9.000	
40	0-40	0.706	0.492	0.372	A	0.706	0.492	0.372	*
					B	0.265	-0.387	-0.287	
					C	0.029	-0.641	-0.254	
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
41	0-41	0.147	0.518	0.337	A	0.412	-0.241	-0.191	
					B	0.088	-0.109	-0.062	
					C	0.147	0.518	0.337	*
					D	0.353	-0.022	-0.017	
					Other	0.000	-9.000	-9.000	

42	0-42	0.147	-0.126	-0.082	A	0.206	-0.186	-0.131	
					B	0.029	0.652	0.258	?
					C	0.618	0.101	0.079	
					D	0.147	-0.126	-0.082	*
					Other	0.000	-9.000	-9.000	

CHECK THE KEY

D was specified, B works better

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Item Statistics					Alternative Statistics				
Seq. No. Key	Scale -Item	Prop. Correct	Biser. Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser. Biser.	Point Biser.	
43	0-43	0.059	-0.205	-0.102	A	0.059	-0.205	-0.102	*
					B	0.000	-9.000	-9.000	
					C	0.029	-0.272	-0.108	
					D	0.912	0.264	0.149	?
					Other	0.000	-9.000	-9.000	
44	0-44	0.118	0.007	0.005	A	0.647	0.221	0.172	?
					B	0.235	-0.272	-0.197	
					C	0.118	0.007	0.005	*
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
45	0-45	0.206	0.465	0.327	A	0.118	-0.369	-0.226	
					B	0.000	-9.000	-9.000	
					C	0.676	-0.166	-0.127	
					D	0.206	0.465	0.327	*
					Other	0.000	-9.000	-9.000	
46	0-46	0.059	-0.099	-0.049	A	0.029	0.098	0.039	
					B	0.059	-0.099	-0.049	*
					C	0.088	-0.109	-0.062	
					D	0.824	0.087	0.059	?
					Other	0.000	-9.000	-9.000	
47	0-47	0.441	0.217	0.173	A	0.265	0.293	0.218	?
					B	0.441	0.217	0.173	*
					C	0.294	-0.528	-0.399	
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
48	0-48	0.029	-0.272	-0.108	A	0.059	0.428	0.213	?
					B	0.676	-0.269	-0.207	
					C	0.029	-0.272	-0.108	*
					D	0.235	0.210	0.153	
					Other	0.000	-9.000	-9.000	

49	0-49	0.000	-9.000	-9.000	A	0.176	-0.087	-0.059	
					B	0.206	-0.056	-0.040	
					C	0.618	0.101	0.079	?
					D	0.000	-9.000	-9.000	*
					Other	0.000	-9.000	-9.000	

CHECK THE KEY

D was specified, C works better

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Item Statistics					Alternative Statistics			
Seq.	Scale	Prop.		Point		Prop.		Point
No.	-Item	Correct	Biser.	Biser.	Alt.	Endorsing	Biser.	Biser.
Key								
50	0-50	0.294	0.441	0.334	A	0.382	-0.036	-0.028
					B	0.294	0.441	0.334 *
					C	0.029	0.098	0.039
					D	0.294	-0.420	-0.318
					Other	0.000	-9.000	-9.000

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There were 34 examinees in the data file.

Scale Statistics

Scale:	0

N of Items	50
N of Examinees	34
Mean	8.471
Variance	5.661
Std. Dev.	2.379
Skew	0.377
Kurtosis	-0.554
Minimum	5.000
Maximum	14.000
Median	8.000
Alpha	0.093
SEM	2.266
Mean P	0.169
Mean Item-Tot.	0.158
Mean Biserial	0.253

OBSERVATION CHECKLIST

Teaching and Learning Activities

Date : _____ Class : _____

Time : _____ Observer : _____

NO	TEACHER'S ACTIVITIES	YES	NO	NOTES
	A. Pre-teaching			
1.	The researcher greets the students.			
2.	The researcher checks the students' attendance			
3.	The researcher outlines the lesson.			
4.	The researcher explains the goal of the lesson.			
5.	The researcher explains the steps of the lesson.			
	B. Whilst-teaching			
	Silent Card Classification			
6.	The researcher shows some sets of cards			
7.	The researcher divides the students into some groups (each group consists of 4-5 students).			
8.	The researcher distributes a set of cards for each group.			
9.	The researcher asks the students to match the cards without talking to each other.			
	Challenge, Justify, and Refine			
10.	The researcher asks the students to discuss their card orders			
11.	The researcher lets the students to change their card orders			
	Circle and Observe			
12.	The researcher asks the students to visit other groups.			

13.	The researcher asks one student to stay in his/her group as the representative.			
14.	The researcher lets the students to discuss and ask questions but without any changes to their card orders.			
	Return and Refine			
15.	The researcher asks the students to come back to their groups.			
16.	The researcher lets the students to make changes to their card orders.			
17.	The researcher monitors the students during the activities.			
	Teacher Debriefing			
18.	The researcher explains the correct orders of the cards.			
19.	The researcher gives a whole narrative text.			
20.	The researcher gives exercises related to the text.			
21.	The researcher discusses the answers with the students			
	C. Post-teaching			
22.	The researcher summarizes the lesson.			
23.	The researcher gives reward and motivation			
24.	The researcher says goodbye.			

OBSERVATION CHECKLIST

Teaching and Learning Activities

Date : _____ Class : _____

Time : _____ Observer : _____

NO	STUDENTS' ACTIVITIES	YES	NO	NOTES
	A. Pre-teaching			
1.	The students respond to the greeting.			
2.	The students pay attention on the explanation.			
	B. Whilst-teaching			
	Silent Card Classification			
3.	The students divide themselves into some groups.			
4.	Each group gets a set of cards.			
5.	The students match the cards into the correct orders			
6.	The students work silently without talking.			
	Challenge, Justify, and Refine			
7.	The students discuss their card orders with the other students in their group.			
8.	The students change their card orders.			
	Circle and Observe			
9.	The students visit other groups.			
10.	The students observe the other groups.			
11.	One student stays in his/her own group as the group representative.			
12.	The students ask question to the other groups about their card orders.			
13.	The students may not change their card orders.			

	Return and Refine			
14.	The students come back to their groups.			
15.	The students change their card orders.			
	Teacher Debriefing			
16.	The students pay attention to the teacher's explanation.			
17.	The students read the narrative text carefully.			
18.	The students do the exercises.			
19.	The students discuss the answers with the teacher.			
20.	The students ask questions if they do not understand.			
	C. Post-teaching			
21.	The students reflect the learning.			

INTERVIEW GUIDELINES

➤ Before Implementation

A. For the Teacher

1. Menurut Bapak, bagaimana pengajaran bahasa Inggris di kelas VII selama ini?
2. Bagaimana penyampaian materi dan penggunaan media untuk pembelajaran bahasa Inggris? Media apa saja yang digunakan?
3. Teknik-teknik apa saja yang digunakan dalam pengajaran bahasa Inggris?
4. Kendala apa saja yang dihadapi dalam mengajar bahasa Inggris?
5. Teknik atau kegiatan apa saja yang digunakan untuk mengajarkan ketrampilan membaca?
6. Sumber belajar atau teks-teks bahasa Inggris yang digunakan berasal darimana saja?
7. Kendala apa saja yang dihadapi dalam mengajarkan ketrampilan membaca?

B. For the Students

1. Menurut kamu, bagaimana pengajaran bahasa Inggris di kelas selama ini?
2. Kesulitan apa saja yang kamu hadapi dalam belajar bahasa Inggris, terutama saat membaca teks berbahasa Inggris? (tata bahasa, kosakata, cara pengucapan, atau jenis-jenis teks?)
3. Untuk teknik pengajaran membaca di kelas, aktivitas apa saja yang biasanya dilakukan?
4. Sumber belajarnya apa saja? Buku, LKS, atau lembar kerja dari guru?
5. Apa yang kamu lakukan jika mengalami kesulitan untuk memahami teks-teks berbahasa Inggris?
6. Apakah kamu suka membaca, baik bacaan berbahasa Indonesia maupun yang berbahasa Inggris?

➤ After Implementation

A. For the teacher

1. Bagaimanakah penerapan *action* yang telah dilakukan?
2. Bagaimana penerapan *silent card shuffle strategy* untuk membantu meningkatkan pengajaran membaca di kelas?
3. Bagaimana kemampuan / ketrampilan membaca siswa setelah *silent card shuffle strategy* diimplementasikan dalam pengajaran membaca di kelas?
4. Aspek apa saja yang perlu untuk diperbaiki atau ditingkatkan?

B. For the Students

1. Apakah kamu suka jika pengajaran membaca menggunakan *silent card shuffle strategy*?
2. Bagaimana pendapatmu tentang penerapan *silent card shuffle strategy*?
3. Apakah kamu menggunakan bahasa Inggris untuk berinteraksi dengan guru atau teman?
4. Apakah kamu merasa terbantu dengan penerapan *silent card shuffle strategy*?
5. Kesulitan-kesulitan apa saja yang kamu hadapi selama penerapan *silent card shuffle strategy* di kelas?

READING COMPREHENSION PRE-TEST AND POST-TEST



- I. Choose the correct answers by crossing (x) a, b, c, or d.

Text 1 (for questions 1 - 10)

Nabila is the youngest in our family. She is fourteen years old and four years younger than me. She has long, straight hair, bright eyes, and a friendly smile. Sometimes, she is rather naughty at home, but he usually does what she is to do.

Nabila is interested in drawing very much. She likes to draw some kind of flowers. Everyday she draws flowers and coloring well. She often take parts in drawing competition.

1. What is the text mostly about?
 - a. Nabila
 - b. Nabila's hobby
 - c. Nabila's family
 - d. Nabila's elder sister

Number 01 is removed
2. From the text we know that...
 - a. The writer's youngest sister
 - b. The writer's elder sister
 - c. A naughty girl
 - d. A friendly girl

Number 02 is removed
3. Based on the text we know the writer is...years old.
 - a. sixteen
 - b. seventeen
 - c. eighteen
 - d. nineteen

Number 03, Revision of choice A
"sixteen" to "fourteen"
4. "She is fourteen years old . . . Than me."
The underlined word refers to
 - a. Nabilla
 - b. The writer
 - c. The writer's brother
 - d. the writer's family
5. Which of the following statement is not true about Nabilla?
 - a. She has long and straight hair.
 - b. She has bright eyes.
 - c. She is interested in sports.

Number 05 is removed

- d. She dislikes drawing.
6. “Nabila is interested in drawing very much.”
The underlined phrase can be replaced with...
- a. dislike drawing
 - b. really likes drawing
 - c. hates drawing very much
 - d. finds drawing not really entertaining
7. “But she usually does what she is asked to do”
The underlined phrase means ...
- a. She is lazy.
 - b. She is diligent.
 - c. She always asks.
 - d. She does anything he wants.
8. “She is rather naughty at home.” What is the antonym of the word underline in this sentence ...?
- a. obey
 - b. disobey
 - c. kindly
 - d. friendly
9. What is the main idea of the second paragraph...?
- a. Nabila
 - b. Nabila’s family
 - c. Nabila’s sister
 - d. Nabila’s hobby
10. From the text, we may conclude that...
- a. Many people do not like Nabilla.
 - b. People is older that the writer.
 - c. Nabilla is a welcoming person.
 - d. Nabilla is not diligent at all.

Number 09 is removed

Number 10 is removed

Text 2 (for questions 11 - 15)

Koes Plus was well known as a pop music group in the seventies until the eighties. At that time, most Indonesian people were crazy about their songs because they were nice and simple. Every radio station broadcasted their songs and always put them in the top of music. Their music shows were always full of audience.

11. What is the purpose of the text...?
- To entertain the readers with Koes Plus
 - To persuade the readers to listen Koes Plus songs
 - To describe about Koes Plus
 - To ask the students to see Koes Plus show

12. Most Indonesian people were crazy about their songs...

What does the underlined phrase mean...?

- fanatic
- mad
- drunken
- lazy

13. "Every radio station broadcasted **their** songs..." The word "their" in this

Sentence refer to...

- songs
- radio
- musics
- Koes Plus

14. "Koes Plus was **well known** as a pop music group..." The word well known

Has the same meaning with...

- favorite
- popular
- interested
- diligent

15. Why were Indonesian people crazy about their songs?

Because their songs were...

- nice and simple
- nice and well-known
- simple and well-known
- interesting and simple

Text 3 (for questions 16 - 21)

The wonder boy, Wayne Rooney is a very popular footballer in the world. At the age of 16, Rooney was a top goal scorer for Everton. His first team.

Wayne Rooney was born on October 24th, 1985 in Liverpool. He is the son of a working class family. He grew up in Croxteth. He was brought up in a three bedroom house with his parents, Jeanette and Wayne had a dream. He wanted to be the best footballer. His family were Everton lovers and Rooney's old bedroom window was filled with Everton Flags.

His debut in Everton Football Club was in August 2002. His first league goal came in October 2002 when he became the youngest goal scorer in the story of the premier League at the age of 16 years. In 2004, he joined Manchester United. Nowadays he becomes the world's most expensive teenager football player.

16. What is the text mostly about?
- England football player
 - Wonder boys
 - Wayne Rooney
 - Top goal scorer
17. In what club did Wayne Rooney score his first goal ?
- Arsenal
 - Manchester United
 - Liverpool
 - Everton
18. What is the main idea of paragraph one...?
- Rooney is very popular.
 - Rooney lives in simple family.
 - Rooney becomes the youngest footballer.
 - Rooney has been fan on Everton since he was young.
19. "...**He** was brought up in a three bedroom house...".
The word **he** in this sentence refer to...
- Wayne Rooney
 - Graham Rooney
 - John Rooney
 - Wayne's father
20. "In 2004, he joined Manchester United. The underlined word in this sentence has the same meaning with...
- look for
 - take part
 - arrived
 - look at
21. When did his first league goal come?
- October 1985
 - August 2002
 - September 2002
 - October 2002

Text 4 (for questions 22 - 26)

Sherina



⊥ Her name is Sinna Sherina Munaf, but you can call her Sherina only. He was born in Bandung 11th June 1990 as the middle child from 3 siblings. Her big sister is Virania Devarainy, and little sister is Mayzura Restalia.

Sherina's parents are Triawan and Luki. Her father's full name is Triawan Munaf, works as ads designer and ex-musician. Her mother's full name is Luki Ariani.

Sherina is a singer. She has a lovely voice. She began to sing since he was child. One of her famous song is "Petualangan Sherina". Sherina has ever sung duet with Westlife in 1998.

Sherina often changes her appearance. Sometimes she comes with her long hair and sometimes with her short hair. But she's still cute enough for everything she does.

22. How many sisters does Sherina have?
- a. one
 - b. two
 - c. three
 - d. four
23. What is Sherina's father? She is a....
- a. singer
 - b. musician
 - c. designer
 - d. designer and musician
24. How old is Sherina in 2010? She is...
- a. 18 years old.
 - b. 19 years old
 - c. 20 years old
 - d. 21 years old
25. What is the main idea of the second paragraph?
- a. Sherina
 - b. Sherina's parents
 - c. Sherina's carrer
 - d. Sherina's appearance
26. "...as the middle child from three *sibling*."
- What is the same meaning with the word *sibling* in this sentence?
- a. sister
 - b. parents
 - c. friends
 - d. cousins

Number 22-26 are removed with the new version.

Text 5 (for questions 27- 30)

Bali is an island in the Indonesia archipelago. It is in the south of the equator and has warm weather all the year. The rainy season is November to April , but it can rain anytime. Bali is 120 kilometers wide from east to west and 80 kilometers from north to south, so everywhere is quite close to the sea. Bali is shaped like a diamond. Mouth Agung, a volcano, is 3.142 meters high and is visible from far away. Most of the people are Hindus. There are many temples and many religious festivals.

Tourism is the most important industry. Many tourists visit Bali to see beautiful scenery and interesting festivals, to swim in the warm seas, to look at beautiful mountains and valleys, and to shop for inexpensive and beautiful clothes, paintings, and wood crafts.

27. Where is Bali located?
- It is along the equator
 - In the south of equator
 - 120 km from east to west
 - Close to many temples and Mount Agung
28. The last paragraph is about...
- The location of Bali
 - The most important industry in Bali
 - The most popular thing in Bali
 - Beautiful mountains in Bali
29. The tourism industry in Bali offers us the following thing, except.
- Culture and nature
 - Wood crafting and painting
 - Handicraft and tradition
 - Belief and religion
30. Which one of the following statements is NOT TRUE according to the text?
- Bali has four seasons.
 - Bali is beautiful and interesting.
 - Bali is surrounding by the sea.
 - Bali is one of tourism destination in Indonesia.

Number 29 is removed

Text 6 (for questions 31 - 34)

Lions are often called the kings of the jungle. They can weigh between 250 and 550 pounds. It depends on sex and age. They can grow up to be 14 years old in the wild and over the age 20 years old in captivity. They become capable at hunting at the age of two and are fully grown after 5 or 6 years. Male lions are distinguishable for their impressive **manes**, which signifies their masculinity and reflects their health. The darker and thicker the mane, the healthier the lion is. It allows the lions to appear stronger and frightening to warn off enemies, particularly humans. The manes also appeals to lionesses. It is scientifically proven that they mate more with lions with thick and dark manes. Lion with no manes are either genetically inbred or have been castrated.

31. What is the best title of the text?
- 250 and 550 Pound Lions
 - Fully Grown Lions
 - Lions the kings of Jungle
 - The lion's mane
32. What does the word "manes" mean?
- The lions' sharp teeth
 - The lions' impressive paws
 - The lions' skin and fur
 - The lions' hair growing on the neck

Number 31, Revision of choice A "250 and 550 Pound Lions" to "The Lions"
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33. What is the purpose of the text?
- to describe about lions in general
 - to talk about the writer's favorite animal
 - to persuade readers to like lions and their manes
 - to share the writer's experience with lions.
34. Which statement is NOT TRUE based on the text?
- All their weigh between 250 and 550 pounds
 - Lions can grow up to be 14 years old in the wild
 - The darker and thicker the manes, the healthier the lion is
 - Lion is sometime called the king of the jungle

Number 34, the question is changed with the new version

Text 7 (for questions 35- 38)

I have a pet. It is a dog and I call it Brownie.

Brownie is a Chinese breed. It is small, fluffy, and cute. It has got thick brown fur. When I cuddle it, the fur feels soft. Brownie does not like bones. Every day it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Brownie plays with my cat. They get along well, and never fight maybe because Brownie does not bark a lot. It treats the other animals in our house gently, and it never eat shoes. Brownie is really a sweet and friendly animal

35. 'I have a pet. It is a dog and I call it Brownie'.
The sentence is the of the text.
- description
 - orientation
 - identification
 - events
36. 'Brownie is a Chinese breed. It is small, fluffy, and cute'.
The sentence is one of the of the text.
- events
 - orientations
 - descriptions
 - Identifications
37. "Brownie is a Chinese breed, it is small, fluffy, and cute."
The underlined word means.....
- thin
 - soft
 - hard
 - thick
38. The communicative purpose of this text is...
- to describe a particular animal
 - to retell events for the purpose of informing or entertaining
 - to present two pooints of view about an issue

Number 35 -38 are removed with the new version.

- d. to inform the readers about the beauty of Brownie

Text 8 (for questions 39- 43)

Boyolali regency is located in north of Solo and east of Merapi and Merbabu Mountains. This regency has been known for its production of fresh milk for a long time, no wonder, the cow statues adorn Boyolali town.

There are six main cow statues in Boyolali. They are displayed in different places. The statues are made of concrete. The color and the shape are made in such a way to resemble the real cows. However, the size is made bigger to catch the eye.

Besides decorating the town, the statues also turn out to be helpful for people from out of town to find places they are seeking in Boyolali. By mention the position of the statue, people can get their way easily.

39. ‘...they are seeking in Boyolali’ (paragraph 3)
What does the underlined word refer to?
- a. People from out town
 - b. Places in Boyolali
 - c. cow statues
 - d. real cows
40. What is the main idea of the last paragraph?
- a. The statues help people to find places easily.
 - b. The statues decorate the town beautifully.
 - c. The cow can get their way easily around the town.
 - d. The people from out of town easily find the statues.
41. The text mainly tells us about...
- a. the color of the statues
 - b. how to raise cows
 - c. cow statues in Boyolali
 - d. a town called Boyolali
42. Boyolali regency is located in north of Solo. What is the Indonesian meaning of the underline word?
- a. timur
 - b. selatan
 - c. barat
 - d. utara
- Number 42, the question is changed with the new version
43. Boyolali regency is located in north of Solo and east of Merapi and Merbabu Mountains. What is the Indonesian meaning of the underline word?
- a. timur
 - b. selatan
 - c. barat
 - d. utara

Text 9 (for questions 44- 50)

Victoria Caroline Beckham is an English singer – songwriter, dancer, model, actress, fashion designer and business woman. She was born on April 17, 1974, in Essex, England. She became famous in the 1990's with the pop group "The Spice Girl" and was known as Posh

Spice. In 1999, she married the Manchester United and England footballer, David Beckham. They have four children, three sons and a daughter.

After The Spice Girl split up, she pursued a solo singer career, but also started her own fashion range called dVb Style. Since this initial foray into fashion Victoria Beckham has brought out her own range of sunglasses and fragrance, entitled "Intimately Beckham" and a range of handbags and jewelry.

In addition she had written two best-selling books: one her autobiography and the other, a fashion guide.

44. What does the text mainly talk about?
- a. The Spice Girl
 - b. David Beckham
 - c. Victoria Caroline Beckham
 - d. Victoria Caroline Beckham's family

45. What kind of text is the text above?
- a. recount
 - b. report
 - c. narrative
 - d. descriptive

Number 45 is removed

46. The generic structure of the text is ...
- a. description – identification
 - b. identification – description
 - c. orientation – events – reorientation
 - d. reorientation – events – orientation

47. **They** have four children, three sons and a daughter.
The word **they** in this sentence refer to...

- a. The Manchester United and England footballer.
- b. Victoria Caroline Beckham and David Beckham.
- c. The Spice Girl and Posh Spice.
- d. Victoria Caroline Beckham and the Manchester United.

48. What did Victoria do before being a solo singer?
- a. Married to David Beckham
 - b. Created fashion style
 - c. Joined The Spice Girl
 - d. Wrote many books

49. We found in the text that
- a. Victoria named her fragrance by dVb style.
 - b. Beckham is Victoria's autobiography.
 - c. Posh Spice is the title of her new album.
 - d. Beckham is Victoria's brand for her fragrance.

50. Based on the text, what do we know about Victoria?
- a. She is an ordinary woman.
 - b. She is a multi-talented woman.
 - c. She designed The Spice Girls.

d. She married to an ordinary person.

GOOD LUCK

READING COMPREHENSION PRE-TEST AND POST-TEST



Choose the correct answers by crossing (x) a, b, c, or d.



Text 1 (for questions 1 - 10)

Nabila is the youngest in our family. She is fourteen years old and four years younger than me. She has long, straight hair, bright eyes, and a friendly smile. Sometimes, she is rather naughty at home, but he usually does what she is to do.

Nabila is interested in drawing very much. She likes to draw some kind of flowers. Everyday she draws flowers and coloring well. She often take parts in drawing competition.

1. From the text we know ...
 - a. The writer's youngest sister
 - b. The writer's elder sister
 - c. A naughty girl
 - d. A friendly girl
2. Based on the text we know the writer is...years old.
 - a. fourteen
 - b. sixteen
 - c. eighteen
 - d. nineteen
3. "She is fourteen years old . . . than me."
The underlined word refers to
 - a. The writer's brother
 - b. The writer's family
 - c. The writer
 - d. Nabilla
4. "Nabila is interested in drawing very much."
The underlined phrase can be replaced with...
 - a. dislike drawing
 - b. really likes drawing
 - c. hates drawing very much
 - d. finds drawing not really entertaining

5. “But she usually does what she is asked to do”
The underlined phrase means ...
- She is lazy.
 - She is diligent.
 - She always asks.
 - She does anything he wants.
6. “She is rather naughty at home.” What is the antonym of the word underline in this sentence ...?
- disobey
 - obey
 - kindly
 - deeply

Text 2 (for questions 7 - 11)

Koes Plus was well known as a pop music group in the seventies until the eighties. At that time, most Indonesian people were crazy about their songs because they were nice and simple. Every radio station broadcasted their songs and always put them in the top of music. Their music shows were always full of audience.

7. What is the purpose of the text...?
- To describe about Koes Plus
 - To entertain the readers with Koes Plus
 - To ask the students to see Koes Plus show
 - To persuade the readers to listen Koes Plus songs
8. “Most Indonesian people were crazy about their songs...”. What does the underlined phrase mean...?
- mad
 - lazy
 - fanatic
 - drunken
9. “Every radio station broadcasted **their** songs...”. The word “their “ in this sentence refer to...
- Koes Plus
 - musics
 - songs
 - radio

10. “ Koes Plus was **well known** as a pop music group...” The word well known

Has the same meaning with...

- a. interested
- b. diligent
- c. favorite
- d. popular

11. Why were Indonesian people crazy about their songs?

Because their songs were...

- a. nice and simple
- b. nice and well-known
- c. simple and well-known
- d. interesting and simple

Text 3 (for questions 12 - 17)

The wonder boy, Wayne Rooney is a very popular footballer in the world. At the age of 16, Rooney was a top goal scorer for Everton. It is his first team.

Wayne Rooney was born on October 24th, 1985 I Liverpool. He is the son of a working class family. He grew up in Croxteth. He was brought up in a three bedroom house with his parents, Jeanette and Wayne had a dream. He wanted to be the best footballer. His family were Evert lovers and Rooney's old bedroom window was filled with Everton Flags.

His debut in Everton Football Club was in August 2002. His first league goal came in October 2002 when he became the youngest goal scorer in the story of the premier League at the age of 16 years. In 2004, he joined Manchester United. Nowadays he becomes the world's most expensive teenager football player.

12. What is the text mostly about?

- a. England football player
- b. Wonder boys
- c. Wayne Rooney
- d. Top goal scorer

13. In what club did Wayne Rooney score his first goal ?

- a. Arsenal
- b. Manchester United
- c. Liverpool
- d. Everton

14. What is the main idea of paragraph one...?

- a. Rooney is very famous.
- b. Rooney lives in simple family.
- c. Rooney becomes the youngest footballer.
- d. Rooney has been fan on Everton since he was young.

15. "...**He** was brought up in a three bedroom house...".

The word **he** in this sentence refer to...

- a. Wayne Rooney
- b. Graham Rooney
- c. John Rooney
- d. Wayne's father

16. "In 2004, he joined Manchester United. The underlined word in this sentence has the same meaning with...

- a. look for
- b. take part
- c. arrived
- d. look at

17. When did his first league goal come?

- a. October 1985
- b. August 2002
- c. September 2002
- d. October 2002

Text 4 (for questions 18- 20)

Bali is an island in the Indonesia archipelago. It is in the south of the equator and has warm weather all the year. The rainy season is November to April , but it can rain anytime. Bali is 120 kilometers wide from east to west and 80 kilometers from north to south, so everywhere is quite close to the sea. Bali is shaped like a diamond. Mouth Agung, a volcano, is 3.142 meters high and is visible from far away. Most of the people are Hindus. There are many temples and many religious festivals.

Tourism is the most important industry. Many tourists visit Bali to see beautiful scenery and interesting festivals, to swim in the warm seas, to look at beautiful mountains and valleys, and to shop for inexpensive and beautiful clothes, paintings, and

18. Where is Bali located?

- a. It is along the equator
- b. In the south of equator
- c. 120 km from east to west
- d. Close to many temples and Mount Agung

19. The last paragraph is about...

- a. The location of Bali
- b. The most important industry in Bali
- c. The most popular thing in Bali
- d. Beautiful mountains in Bali

20. Which one of the following statements is NOT TRUE according to the text?

- a. Bali has four seasons.
- b. Bali is beautiful and interesting.

- c. Bali is surrounding by the sea.
- d. Bali is one of tourism destination in Indonesia.

Text 5 (for questions 21 - 24)

Lions are often called the kings of the jungle. They can weigh between 250 and 550 pounds. It depends on sex and age. They can grow up to be 14 years old in the wild and over the age 20 years old in captivity. They become capable at hunting at the age of two and are fully grown after 5 or 6 years. Male lions are distinguishable for their impressive **manes**, which signifies their masculinity and reflects their health. The darker and thicker the mane, the healthier the lion is. It allows the lions to appear stronger and frightening to warn off enemies, particularly humans. The manes also appeals to lionesses. It is scientifically proven that they mate more with lions with thick and dark manes. Lion with no manes are either genetically inbred or have been castrated.

21. What is the best title of the text?
 - a. The Lions
 - b. Fully Grown Lions
 - c. Lions the kings of Jungle
 - d. The lion's mane
22. What does the word "manes" mean?
 - a. The lions' sharp teeth
 - b. The lions' impressive paws
 - c. The lions' skin and fur
 - d. The lions' hair growing on the neck
23. What kind of text is the text above?
 - a. recount
 - b. report
 - c. narrative
 - d. descriptive
24. What is the purpose of the text?
 - a. to describe about lions in general
 - b. to talk about the writer's favorite animal
 - c. to persuade readers to like lions and their manes
 - d. to share the writer's experience with lions.

Text 6 (for questions 25- 29)

I have a close Friend. She is beautiful, attractive and trendy. She always wants to be a trend setter of the day. She always pays much attention to her appearance. Recently, she bought a new stylist foot legs from blowfish shoes products. These shoes really match on her.

Her new blowfish women's shoes are wonderful. When she is walking on those shoes, all her friends, including me watch and admire that she has the most suitable shoes on her physical appearance. The style, bright color, and brand represent her as a smart woman of the day. She really has perfect appearance.

She is really mad on those shoes. She said that the products covered all genders. The blowfish men's shoes are as elegant as she has. The products provide varieties of choice. Ballet, casual, boot athletic shoes are designed in attractive way. The products are international trade mark and become the hottest trend.

25. 'She is beautiful, attractive and trendy'.
The sentence is one of the of the text.
- | | |
|-----------------|--------------------|
| a. events | c. identifications |
| b. orientations | d. descriptions |
26. The writer's friend has just bought ... from blowfish shoes products.
- a new match shoes
 - a new stylist foot legs
 - a trendy and attractive shoes
 - a brand and bright color shoes
27. Why does the writer admire her friend?
- She likes wearing an international trade mark shoes.
 - She always wants to be a trendy and attractive woman.
 - She has the most suitable shoes on her physical appearance.
 - She really has perfect appearance with her wonderful shoes.
28. Writer writes the text in order to ...
- describe her friend's style and her new shoes.
 - explain an international trademark shoes.
 - share her experience with her friend.
 - tell blowfish shoes products.
29. "She really has perfect appearance." The word "she" refers to ...
- the writer
 - a close friend
 - the writer's friend.
 - a blowfish women's shoes

Text 7 (for questions 30- 34)

Boyolali regency is located in north of Solo and east of Merapi and Merbabu Mountains. This regency has been known for its production of fresh milk for a long time, no wonder, the cow statues adorn Boyolali town.

There are six main cow statues in Boyolali. They are displayed in different places. The statues are made of concrete. The color and the shape are made in such a way to resemble the real cows. However, the size is made bigger to catch the eye.

Besides decorating the town, the statues also turn out to be helpful for people from out of town to find places they are seeking in Boyolali. By mention the position of the statue, people can get their way easily.

30. '...they are seeking in Boyolali' (paragraph 3)
What does the underlined word refer to?
- | | |
|-----------------------|-------------------------|
| a. real cows | c. cow statues |
| b. places in Boyolali | d. people from out town |

31. What is the main idea of the last paragraph?
 - a. The statues help people to find places easily.
 - b. The statues decorate the town beautifully.
 - c. The cow can get their way easily around the town.
 - d. The people from out of town easily find the statues.
32. The text mainly tells us about...
 - a. cow statues in Boyolali the
 - b. how to raise cows
 - c. color of the statues
 - d. a town called Boyolali
33. Boyolali regency is located in north of Solo. What is the opposite of the underline word?
 - a. west
 - b. east
 - c. south
 - d. north
34. Boyolali regency is located in north of Solo and east of Merapi and Merbabu Mountains. What is the Indonesian meaning of the underline word?
 - a. barat
 - b. selatan
 - c. utara
 - d. timur

Text 8 (for questions 35- 40)

Victoria Caroline Beckham is an English singer – songwriter, dancer, model, actress, fashion designer and business woman. She was born on April 17, 1974, in Essex, England. She became famous in the 1990's with the pop group "The Spice Girl" and was known as Posh Spice. In 1999, she married the Manchester United and England footballer, David Beckham. They have four children, three sons and a daughter.

After The Spice Girl split up, she pursued a solo singer career, but also started her own fashion range called dVb Style. Since this initial foray into fashion Victoria Beckham has brought out her own range of sunglasses and fragrance, entitled "Intimately Beckham" and a range of handbags and jewelry.

In addition she had written two best-selling books: one her autobiography and the other, a fashion guide.

35. What does the text mainly talk about?
 - a. The Spice Girl
 - b. David Beckham
 - c. Victoria Caroline Beckham
 - d. Victoria Caroline Beckham's family
36. The generic structure of the text is ...
 - a. description – identification
 - b. identification – description
 - c. orientation – events – reorientation
 - d. reorientation – events – orientation

37. **They** have four children, three sons and a daughter. The word **they** in this sentence refer to...
- a. The Manchester United and England footballer.
 - b. Victoria Caroline Beckham and David Becham.
 - c. The Spice Girl and Posh Spice.
 - d. Victoria Caroline Beckham and the Manchester United.
38. What did Victoria do before being a solo singer?
- a. Married to David Beckham
 - b. Created fashion style
 - c. Joined The Spice Girl
 - d. Wrote many books
39. We found in the text that
- a. Victoria named her fragrance by dVb style.
 - b. Beckham is Victoria's autobiography.
 - c. Posh Spice is the title of her new album.
 - d. Beckham is Victoria's brand for her fragrance.
40. Based on the text, what do we know about Victoria?
- a. She is an ordinary woman.
 - b. She designed The Spice Girls.
 - c. She married to an ordinary person.
 - d. She is a multi-talented woman.

GOOD LUCK

APPENDIX D

FIELD NOTES

FIELD NOTES

Field Notes 1

Classroom Observation

Place : Class VII J

Day : Wednesday

Date : March 18th, 2015

Time : 8.35 – 9.00 a.m.

R: Researcher

T: Teacher

Before entering the classroom, R met the T in the teacher room to make sure that R would conduct class observation. Then, R with the T went to the VII J classroom.

It was 8.35 a.m. when T and R entered the classroom. Some Ss were noisy and there were some Ss outside the classroom. After T and R entering the class, those students came after.

When T wanted to start the lesson, some students were talking to their friends. Thus T needed to wait for awhile until the students were ready to start the lesson.

T greeted Ss and opened the lesson. “Good morning, everybody. Ss answered, “Good morning, sir”. T asked, “How are you today?” Ss answered, “I am fine. Thank you. And you?” T said, “I’m fine too. Thank you. Nice to meet you again.” Ss answered, “Nice to meet you too.” Then, T checked the Ss’ attendance by asking, “Who is absent today?” Ss answered, “Nihil, Sir.”

After greeting the Ss, T introduced R and said that that day R would accompany the T in the classroom.

After introducing R, then T asked the Ss if they were ready to start the lesson. Ss responded T’s answer. T gave the topic of the material that they would learnt by giving some direct questions to the students about **warning / caution and instruction**. After that, T asked Ss to open the student worksheets or LKS (Lembar Kerja Siswa) on page 34, then read an example of **warning /caution and instruction**. There were some students sighing as they felt that the texts were difficult for them.

Then, T asked Ss to read the text carefully. T went out for awhile and Ss were noisy. After T came back to the class, Ss began to do the task in LKS seriously.

After some minutes, T asked some Ss to read the text aloud. T pointed the Ss to read aloud one by one. After the texts had been read, T corrected Ss’ pronunciation.

After that, T guided the Ss to understand the text. However there were many Ss who said that they did not understand the content of the texts. In guiding Ss to understand the text, T asked the Ss to translate each sentence. However, there were many words that they were not familiar with. In finding the meaning of unfamiliar words, T asked the Ss to find them in dictionary. Unfortunately, there were many students who did not bring dictionary. Then, T helped them by translating the texts.

T gave explanation about some difficult words in the text. T explained using both English and Indonesian language. T asked Ss to guess of the synonym of a word. T wrote that word on the white board and omitted some letters of that word. Then, he asked Ss to guess what the word was. T explained the difference between antonym and synonym and gave the examples. T wrote the examples on the board

After the text had been translated, the teacher asked some questions related to the text. The students answered the questions orally.

T went around and observed Ss. T asked Ss, “Any difficult words? Any question? If there is no question, we can come to the questions below. Please answer with a complete sentence.” T mentioned the number of the question and then pointed students one-by-one to answer the questions.

At 9.15 a.m. the bell rang. T ended the lesson because Ss would have a break. R and T came out from the class.

Field Notes 2

Pre-test

Place : Class VII J

Day : Wednesday

Date : April 1st, 2015

Time : 8.35 – 9.45 a.m.

R: Researcher

C: Collaborator

T: Teacher

S: Student

At 8.35 T and R entered class VII J. T gave the opportunities for R and C to lead the class. R introduced herself to Ss. R wrote her complete name in the white board so that Ss could know her. Then, R informed Ss that at this day there would be a pre-test. Ss grumbled and complained to R because they were not ready with a test. After that, R with the help of C directly distributed the question and answer sheets to Ss. The questions are in the form of multiple choices.

First, R gave 60 minutes to do the questions. The test started at 8.35 a.m. and would end at 09.35 a.m. Yet, some students did not finish yet thus R gave an additional time about 10minutes.

The total of the students who joined the pre-test were 33 students. There were no students who absent at that time.

In the beginning of the test Ss were noisy. It was difficult for them dealing with unfamiliar vocabulary. Yet, gradually many Ss were quiet and did the task seriously.

After the time was over, R asked Ss to submit their question and answer sheets. R informed that the result would be given in the next meeting. R said thanks to Ss for their cooperation. R greeted Ss and said goodbye. The next session would be taught by T.

Field Notes 3

The Discussion before conducting Cycle I

Place : Teacher room

Day : Monday

Date : April 13th, 2015

Time : 9.15 – 9.30 a.m.

R: Researcher

T: Teacher

R and T discussed about the pre-test. R asked T's opinions about the pre- test. T said that Ss still got difficulties with the new words. They still lacked of vocabulary. T suggested R to inform the results of pre-test to Ss. If they knew their scores and R motivated them, their scores in post-test would be improved.

T asked R about the first meeting and Cycle I. R discussed with T about the problems during the teaching and learning process. R proposed the Silent Card Shuffle Strategy to be used in teaching. R explained briefly about this strategy to T. Then after the discussion, T agreed with R to use the Silent Card Shuffle Strategy to teach reading, especially descriptive texts. R showed T the lesson plans and course grid for Cycle I.

R showed the examples of cards that would be used for the learning activities. Then, R and T discussed about the days of English lesson that would be used to conduct the research. T explained that English lesson is conducted two times in a week. It was held on Wednesday (started at 08.35 a.m.), Thursday (started at 11.45 a.m.). T gave chances for R to use those two days. T informed that because of the preparation before the National Examination for Class IX, there will be days off for class VII and VIII. The R should be prepared for that. T would inform R about the details of the off-days later.

Field Notes 4

The First Meeting (Cycle I)

Place : Class VII J

Day : Wednesday

Date : April 15th, 2015

Time : 8.00 a.m. – 9.00 a.m.

R: Researcher

T: Teacher

S: Student

Actually, the class began at 9.35 a.m, but there were meeting up with parents of XI Ss, so that the teaching and learning process only had 30 minutes per meeting.

At 8.00 a.m, R entered the classroom together with T. Some Ss were noisy and there were some Ss outside the classroom. R with the help of T tried to manage the classroom. Then, R opened the lesson by greeting. "Good morning, class? How are you today?" Ss answered together, "Good morning Miss. I'm fine, thank you. And you?" R answered, "I'm fine too, thank you. Nice to see you again." Ss responded, "Nice to see you too."

R informed that for the next meetings, R would teach English to Ss of class VII J. Then, for the reading pre-test scores would be informed in the end of the lesson this day.

R checked the students' attendance, "Who is absent today?" Then, Ss mentioned five names who were absent because they were sick and had a permit. R wrote the name of those Ss namely Dianarianto, Dimas Taufik Hidayat, Gagries Galih W, Leoni Rizki P, and Maria Wina Oktaviana.

After that, R brought Ss to the material. That was about descriptive text. R explained the definition, the social function, the generic structure, the example of descriptive text. Then, R distributed some paper and asked the Ss to do some exercises.

After some minutes, R asked Ss to read the text aloud by repeating after R. Then, R guided Ss to understand the text. For making sure, Ss got the information of the text. R helped them by translating the texts.

Afterwards, R explained about Silent Card Shuffle Strategy that would be used in the teaching and learning process. R wrote Silent card Shuffle and its steps in the whiteboard. Silent card shuffle consisted of four steps namely (1) Silent Card Classification, (2) Justify and Refine, (3) Circulate and Observe, (4) Return and Refine. Actually there were five steps in this strategy, including (5) Teacher Debriefing, but R only told the four steps to Ss. Then, R explained the details of each step to Ss. "In Silent Classification, no talking allowed. You may not talk to your friends. Second, in Justify and Refine, you may discuss with your friends in your group. In Circulate and Observe, you may visit other groups. You can ask questions to them. Then, in Return and Refine, you go back to your group. You may change your card order."

R gave the instruction about the activities using English, but she also used Indonesian to make it clearer. After that, for the next meeting R asked Ss to make a group consisted of four up to five Ss. Initially, R got difficulties in dividing Ss into groups because the total of Ss this day was 33 Ss consisted of 18 boys and 15 girls. Some Ss could quickly make a group, but some of them did not know whose groups they should join. Finally, seven groups were formed. There were five groups consisted of five Ss and two groups consisted of four Ss.

As being promised before, R announced the results of the pre-test to Ss. R motivated Ss to do the best in their post-test so that they would have a better score.

Before finishing the announcement of Ss' pre-test score, the bell rang. R ended the lesson by summarizing the materials and saying a prayer, then goodbye.

Field Notes 5

The Second Meeting (Cycle 1)

Place : Class VII J

Day : Wednesday

Date : April 22th, 2015

Time : 8.35 – 9.55 a.m.

R: Researcher

T: Teacher

S: Student

R and T entered the class at 8.35 a.m. Some Ss were still outside so that R needed to wait for awhile to start the lesson. R opened the lesson by asking for the students' readiness, "Are you ready?" After the students said that they were ready, R opened the lesson by greeting Ss.

Then, R checked the students' attendance. There were three Ss who did not come. Some of them were sick and absent. R wrote the name of those Ss namely Adi Setiawan, Lola Cornelia and Rohana Aprilia.

R reminded Ss about the materials which had been learnt in the previous meeting. R asked about the social function of a descriptive text. R discussed the story of "Daniel Jacob Radcliffe" briefly. Ss gave responses to R's questions.

R told Ss that this day they would practice the techniques of Silent Card Shuffle. Then, R wrote the steps of Silent Card Shuffle in the whiteboard because some students had been absent in the last meeting. R gave instruction to Ss to make groups. Because there were three Ss who did not come that day, so R asked Ss to divide into six groups.

After Ss had sat with their groups, R gave the instruction to start the first step i.e. Silent Card Classification. R distributed one envelope (with the jumbled cards in it) for each group. After having a command from R, Ss opened the envelope and arranged the cards (matching the words with their definitions).

R reminded Ss not to talk with their friends. Although some Ss still whispered with their friends. However, overall Ss could still be managed.

After that, R gave a command to continue to the next step i.e. Justify and Refine. Ss were allowed to discuss and make changes to their card order. Ss were happy when R let them talk with their friends. They felt freer in this step.

The next step was Circulate and Observe. R instructed Ss to visit other groups and look at the others' card orders. They may ask questions, but they were not allowed to change the card order. One student stayed in his/her group as the group representative.

After that, they came back to their own group. They were allowed to discuss and make changes to their card order (Return and Refine). R distributed a thick paper for each group which functioned as a place to stick the cards. Then, Ss stuck the cards according to the table provided.

After they finished sticking the cards, Ss stucked the worksheet on th white board. Then, R gave the explanation related to the correct order of the cards (Teacher Debriefing). R

asked for each group to come in front of the class and shared the answer to their friends. R gave them a feed back and showed the correct answer..

R gave an individual worksheet for each student which containing the story of “Risa’s House” and some questions related to the text.

Ss did the task. It was answering the questions related to the text. After Ss finished doing the task, R and Ss discussed the answers together. R gave opportunities for Ss to answer. “Who wants to answer question number one (etc), raise your hand please.” Some students volunteered answering the questions. Before the lesson ended, R asked Ss to submit their works.

R gave the conclusion of the lesson this day by asking directly to Ss. R ended the lesson by saying greeting and goodbye.

Field Notes 6

The Third Meeting (Cycle 1)

Place : Class VIII E

Day : Thursday

Date : April 23th, 2015

Time : 11.45 a.m. – 1.05 p.m.

R: Researcher

T: Teacher

S: Student

C: Collaborator

The clock showed 11.45 when R and C entered class VIII E. This day T’s duty was replaced by C. C sat in the back seat. C helped R to observe the teaching and learning process and took photographs during the learning activities. When R and C were entering the class, the condition was still noisy. Some Ss still talked with their friends loudly.

At 11.55, R started the lesson. She greeted Ss and checked for the Ss’ attendance. There were five Ss who did not come, because they were sick, absent and **permit**. R wrote the name of those Ss namely Gagries Galih W, Leoni Rizki P, Lola Cornelia, Putri Nur Avivah, and Rohana Aprilia.

After that, R checked Ss’ understanding about the materials in the previous meeting. R asked Ss what they had learnt before. Ss answered R’s questions about the story of Risa’s House.

Then, R recalled them memory by writing the steps of Silent Card Shuffle in the whiteboard. R gave instruction to Ss to make groups. After that, R distributed one envelope for each group. This envelope contained the cards about ten words with their definitions and pictures.

After R gave a command for Ss, they began to arrange the cards. In the first step (Silent Classification), there were some Ss who still talked with their friends. In the second step (Justify and Refine), some groups had already finished arranging the cards.

The other groups still worked and discussed the card order. In the third step (Circulate and Observe), Ss visited other groups and saw the other groups' card orders. In this time, Ss were a little bit noisy. The next step was Return and Refine. Ss came back to their own group and decided whether there would be changes or not.

R distributed a thick paper for each group which functioned as a place to stick the cards. Then, Ss stuck the cards according to the table provided.

After they finished sticking the cards. Then, R gave the explanation related to the correct order of the cards (Teacher Debriefing). R showed the correct answer by using LCD as a media, so the Ss learnt clearly by looking at the slide.

Afterwards, R distributed a thick paper for each group to stick their cards. Ss stuck the cards on it. After Ss had finished sticking the cards, R discussed the correct arrangement together with the Ss.

Then, R distributed the worksheets to Ss. Ss did the tasks related to the story of "Sinta's bedroom". The task was choosing the statement whether True or False according to the story. R gave opportunities for Ss to answer voluntarily. Some students raised their hands and answered the questions.

Before leaving the class, R gave the conclusion of the lesson this day by asking directly to Ss. R ended the lesson by saying greeting and goodbye.

Field Notes 7

The First Meeting (Cycle 2)

Place : Class VII J

Day : Wednesday

Date : April 29th, 2015

Time : 8.35 – 9.55 a.m.

R: Researcher

T: Teacher

S: Student

R and T entered the class VII J at 8.35. T sat in the back seat. R opened the lesson by greeting and checking Ss' attendance. "Good morning, everyone. How are you getting on?" Ss answered, "I am fine, thank you, and you?" R said, "I am very well, thank you. Is everyone here? Who is absent today?" Ss said, "Nihil, Miss." R answered "wow, pretty good".

R asked the Ss if they were ready to start the lesson. Ss responded R's answer. Then, R informed Ss that there would be a game this day. The name of the game was Syno game. The game was a group competition.

Syno game was a game about synonym word. Actually this game was made by R to make a various activity in the class room. Syno game was played by guessing the letter of the words. The group had a turn to guess the letter one by one.

The game was a group competition among 4 rows. Each row consisted of 8-10 Ss. Each group chose one of their members to sit in the front chair on each row as the leader of the group. He/she had to answer the question. R gave 5 seconds for each group to decide their answer. R gave 10 points for the group who can answer the word correctly, and -10 points who answer incorrectly.

R informed Ss that the winner of the competition will get a reward. Then Ss was so happy to hear that. Ss did a great job for that competition. There was one group as the winner, and R gave them some rewards.

After that, Ss tried to write the sentence by using the synonym word. It was made to make Ss thought creatively. The task was about simple present tense. R went around to help the Ss to make a good sentence. Ss did the task seriously, but there were some students who were a little bit noisy during the activity. Some other Ss asked R about the task. Although simple present tense had been taught by their T, there were some Ss who got difficulties in doing the task.

R gave some examples about the use of simple present tense in a sentence. After they finished doing the task, R discussed the answers together with Ss. All of them got good marks in this task because many of them worked together with their classmates.

R informed them that the next activity was Silent Card Shuffle. R reminded Ss about the steps of Silent Card Shuffle. Then, as usual, R asked Ss to make some groups consisted of 4-5 Ss. After that, R gave Ss an envelope containing some cards about the jumbled paragraph and the pictures of text "My Cat".

Ss must rearrange the cards which consisted of jumbled paragraphs and pictures of the text "My Cat". They must create a whole story of the jumbled paragraphs with the correct pictures. R informed Ss that the learning technique used in this activity was still same –Silent Card Shuffle. Yet, since there was a group competition, step 3 (Circulate and Observe) and step 4 (Return and Refine) were omitted.

R wrote the criteria of the group winner in the whiteboard. The winner was the fastest and had the most correct arrangement. The winner would get a reward from R. Then, R gave instruction for Ss to make groups. Ss were divided into 7 groups. R wrote number 1-7 in the board. Ss should compete to be the fastest to stick their work in the white board.

R gave each group a thick paper to stick their cards and blu-tack to stick the paper on the white board. After that, R asked Ss to write their group member in the front part of the thick paper so that it could directly be seen.

R distributed an envelope for each group. R gave an instruction to start the activity. Ss arranged their cards. Each group chose one S as the leader and he/she must stick their work in the white board.

Ss did the task seriously. Some Ss were not sure about their card order. They were still hesitant when they was about to stick the paper in the white board. Then, they corrected and checked it again.

After they finished, one by one group came to the front and stuck their works in the white board. They participated enthusiastically in the game. When all groups had stuck their

works, R checked their works one-by-one. While R was checking, she also asked Ss about the possible arrangement. She asked for Ss confirmation about the order of the cards. R decided the fastest group with the most correct arrangement.

Finally, there was one group as the winner. This group consisted of Bayu, Rio, Vanno, Khrisna, and Zhio. Then, R gave rewards for this group for their good cooperation.

The lesson stopped for a moment because there was an announcement. The announcement said that tomorrow the Ss had to clean the classroom for the preparation test of Class IX.

The time was almost up, so R ended the class by summarizing the activity of that day. R also shared a little bit about the material for the next meeting. R ended the lesson by saying a prayer and saying goodbye.

Field Notes 8

The Second Meeting (Cycle 2)

Place : Class VII J

Day : Thursday

Date : April 30th, 2015

Time : 11.45 – 1.05 a.m.

R: Researcher

T: Teacher

S: Student

At 11.45, R and T entered the classroom. Some Ss were still outside the classroom, after they got a break. Other Ss who were in the classroom were still noisy. R needed to wait for a moment until Ss were ready to start the lesson.

R greeted Ss and checked Ss' attendance. R said, "Good morning, everybody. How are you today?" Ss answered, "Good morning, Miss. I'm fine, thank you, and you?" I'm very well, thank you." R said, "I'm glad to see you again." Ss answered, "I'm glad to see you too."

R asked, "Who is absent today?" Ss answered, "Nihil, Miss". While R was checking Ss attendance, there were two students who came in to the class.

Then, R reviewed the materials in the previous meeting. "What have we learnt in the last meeting?" Ss answered, "Synonym, My Cat's text". R said, "Yes, good. Do you still the synonym of beautiful? Ss replied "pretty, good looking". Then, R asked the synonym of bother to the Ss. Ss were silent. R wrote the clues of the answer by writing the letter in the white board. R said, " who wants to answer the question? Raise your hand please?". Trahara raised his hand and said annoy Miss. R answer "Good Job, Trahara". R asked them to give applause to him.

After the discussion finished, R informed Ss that there would be a game again this day. At that time, Ss were noisy and many of them were talking loudly. The name of the game was Who am I. This game would discuss about the characteristics of Doraemon cartoon. Every group had to act out the actor by turn.

Then, R told more details about the rule of the game. The Ss divided into 7 groups. Every group consisted of 4 - 5 Ss. Each group chose one of their member as a leader to act out in front of the class. Another member had to match the picture and the description according to the performance of their friends.

Before starting the game, R distributed an envelope (pictures and the characteristics of Doraemon) for each group. R reminded the Ss about the steps of Silent Card Shuffle, but there were only two steps used, namely Silent Classification and Justify and Refine. R gave modal scores for each group 100 points.

If there was a group whose students were found cheating or talking during Silent Classification step, their score would be reduced. After Ss were ready in their positions, R gave a command to start the game.

After all the cards (which contained pictures) were all arranged, the leader may join their friends to classify the cards. Then, R gave blu-tack for each group to stick the cards. R gave a command to continue to the second step i.e. Justify and Refine. Ss might discuss with their friends about the card order.

R went around and checked the card one by one. The result showed the most correct answers was the winner of the game. Then, R gave the rewards to this group. The class paused for a moment. R, T, and Ss must listen to the announcement. The announcement said that there will be no scout.

Therefore, the class should be ended here. R ended the lesson by saying a prayer and greeting.

Field Notes 9

After the Second Meeting of Cycle 2

Place : Teacher Room

Day : Thursday

Date : April 30th, 2015

Time : 1.10 p.m.

R: Researcher

T: Teacher

In the teacher room, R had a discussion with T. R and T discussed about the aspects that were improved in Cycle 1 and 2 and the aspects that still needed to be improved. The students' participation was improved, but the time allotment for the teaching process needed to be evaluated. Over all the teaching and learning process were good enough, because the students' motivation increased. T said that R still had last meeting for last meeting in Cycle 2.

T informed R that next week was used as the preparation for the examination practice for Class IX. T told R that all students of Class VII would have off-days, thus R could not conduct the next meeting on that day. The last meeting of Cycle 2 were planned to be done on Wednesday. T wished in the last meeting R could close perfectly the teaching and learning process. R said would do better than the previous meeting, and great T. R left the teacher room.

Field Notes 10 The Third Meeting (Cycle 2)

Place : Class VII J

Day : Wednesday

Date : May 13th, 2015

Time : 8.35 – 9.55 a.m.

R: Researcher

T: Teacher

S: Student

R together with T came to the class. Many Ss were still outside and some of them were playing with their friends from other class. R and T asked Ss to come into the class and start the English lesson. Then, the Ss followed R and T's instruction. They came into the classroom. After all of Ss were in the classroom.

Then, R started the lesson. R opened the lesson by greeting and checking Ss' attendance. "Good morning, everyone. How are you getting on?" Ss answered, "I am fine, thank you, and you?" R said, "I am very well, thank you. Is everyone here? Who is absent today?" Ss said, "Nihil, Miss." R answered "wow, pretty good".

R asked " what did you do last week everyone? It was free right? Did you happy?". Ss replied, " dirumah aja Miss, banyak tugas". R answered " wow really? "Any thing else?". Zhio answerd " mager Miss?". R " what is that?". All students answered "males gerak". R, T and Ss were laughing.

R asked the Ss if they were ready to start the lesson. Ss responded R's answer. R reminded Ss with the material which had been taught in the previous meeting. "Do you still remember what have we learnt before? Ss mentioned the descriptive texts that had been taught before.

R informed that that day the Ss still applied the technique of Silent Card Shuffle, but R had a different activity. Last week the Ss played Syno game, Who am I game, this day the Ss would do finding word game. The Ss had to find some words in the worksheet according to the text " My mother" that would be distributed by R. The member of this game was same with in the previous meeting. It was about 4 – 5 Ss for each group.

The group who was fastest finding the word, they stucked their paper in the whiteboard and took the envelope (pictures and clues / words). After getting the envelope, the group had to arrange the card correctly. R reminded to the Ss, during they arranged the card they must apply the rule of Silent Card Shuffle. There were only three Silent Card Classification, Justify and Rifine and Teacher Debriefing.

R gave a command to start the first step (Silent Classification). The Ss classified the cards silently. Then, Ss moved to the next step (Justify and Refine). Many of the groups had already finished arranging their cards. Then, R gave blu-tack for each group to stick the cards. R asked to the Ss, "have you finished?. Ss replied "not yet, belum Miss". R gave more time to the Ss.

After all group finished sticking the card, R discussed the answers with the Ss. Then R let Ss ask her if they had any difficult words from the text. Many Ss asked about the meaning of some words, such as church, people, take care. R helped Ss deal with the difficult words. For other difficult words, R opened the opportunities for the whole Ss in the class to answer. Many of Ss knew the meanings of those words. Many Ss actively answered.

The time was almost up. Then, R and Ss finished discussing the text. R asked Ss to submit their works. Before R ended the lesson, R informed Ss that there would be a post-test on Thursday, May, 14th 2015. R advised them to study and to be ready with the test. R asked them to prepare the test so that they would get a better score than the pre- test. R ended the lesson by summarizing all the materials such as definition of descriptive text, social function, generic structure. R recalled them memory by asking some vocabularies. R asked one the leader of the class to lead the prayer. After saying a prayer, R greeted Ss and said goodbye.

Field Notes 11

Post-test

Place : Class VIII E

Day : Thursday

Date : May 14th, 2015

Time : 11.45 a.m.– 1.05 p.m.

R: Researcher

T: Teacher

S: Student

At 11.45, R entered the classroom. R opened the lesson by greeting and checking Ss' attendance. T reminded them that there would be a post-test this day.

Then, T came in to the class. T helped R to distribute the answer and question sheets to the Ss. R explained the instructions of the Post-test. R informed the time limitation of the test. Ss were given 60 minutes to complete the test.

After Ss had finished doing the test, R allowed Ss to take the break. R ended the post-test this day by greeting and saying goodbye. R expressed her gratitude to all of Ss who had participated in the research.

APPENDIX E
INTERVIEW GUIDELINES
AND
INTERVIEW TRANSCRIPTS

INTERVIEW GUIDELINES

➤ Before Implementation

A. For the Teacher

1. Menurut Bapak, bagaimana pengajaran bahasa Inggris di kelas VII selama ini?
2. Bagaimana penyampaian materi dan penggunaan media untuk pembelajaran bahasa Inggris? Media apa saja yang digunakan?
3. Teknik-teknik apa saja yang digunakan dalam pengajaran bahasa Inggris?
4. Kendala apa saja yang dihadapi dalam mengajar bahasa Inggris?
5. Teknik atau kegiatan apa saja yang digunakan untuk mengajarkan ketrampilan membaca?
6. Sumber belajar atau teks-teks bahasa Inggris yang digunakan berasal darimana saja?
7. Kendala apa saja yang dihadapi dalam mengajarkan ketrampilan membaca?

B. For the Students

1. Menurut kamu, bagaimana pengajaran bahasa Inggris di kelas selama ini?
2. Kesulitan apa saja yang kamu hadapi dalam belajar bahasa Inggris, terutama saat membaca teks berbahasa Inggris? (tata bahasa, kosakata, cara pengucapan, atau jenis-jenis teks?)
3. Untuk teknik pengajaran membaca di kelas, aktivitas apa saja yang biasanya dilakukan?
4. Sumber belajarnya apa saja? Buku, LKS, atau lembar kerja dari guru?
5. Apa yang kamu lakukan jika mengalami kesulitan untuk memahami teks-teks berbahasa Inggris?
6. Apakah kamu suka membaca, baik bacaan berbahasa Indonesia maupun yang berbahasa Inggris?

➤ After Implementation

A. For the teacher

1. Bagaimanakah penerapan *action* yang telah dilakukan?
2. Bagaimana penerapan *silent card shuffle strategy* untuk membantu meningkatkan pengajaran membaca di kelas?
3. Bagaimana kemampuan / ketrampilan membaca siswa setelah *silent card shuffle strategy* diimplementasikan dalam pengajaran membaca di kelas?
4. Aspek apa saja yang perlu untuk diperbaiki atau ditingkatkan?

B. For the Students

1. Apakah kamu suka jika pengajaran membaca menggunakan *silent card shuffle strategy*?
2. Bagaimana pendapatmu tentang penerapan *silent card shuffle strategy*?
3. Apakah kamu menggunakan bahasa Inggris untuk berinteraksi dengan guru atau teman?
4. Apakah kamu merasa terbantu dengan penerapan *silent card shuffle strategy*?
5. Kesulitan-kesulitan apa saja yang kamu hadapi selama penerapan *silent card shuffle strategy* di kelas?

INTERVIEW TRANSCRIPTS

Interview 1 (with the English teacher before implementation)

Day : Thursday

Date : March 10th, 2015

Time : 9.05 a.m.

R: Researcher

T: English Teacher

R	:	Selamat Pagi Pak Muji.
T	:	Ya Pagi.
R	:	Maaf Pak mengganggu sebentar, saya mau tanya-tanya sedikit mengenai proses belajar mengajar Bahasa Inggris di kelas 7.
T	:	Ya, silahkan. Gimana Mbak?
R	:	Menurut Bapak bagaimana pengajaran bahasa Inggris di kelas 7 selama ini? Apakah ada kendala, masalah yang Bapak hadapi? Bagaimana dengan siswanya, apakah mereka sudah termotivasi untuk belajar Bahasa Inggris?
T	:	Hhmmm begini, menurut saya, anak-anak kurang termotivasi. Terutama untuk kelas yang berada di bawah, mulai kelas F sampai J, itu memang anak-anak yang motivasinya rendah. Tapi untuk kelas A sampai E mereka kelas yang cukup semangat.
R	:	Ooo... seperti itu ya Pak, jadi motivasi tiap kelas berbeda-beda ya?
T	:	Ya, kita bagi kelasnya sesuai dengan nilai.
R	:	Selain motivasi yang kurang, kesulitan apa lagi yang Bapak temui saat di kelas? Mungkin classroom management-nya Pak? Anak- anaknya gampang diatur nggak Pak?
T	:	Susah, sering rame.
R	:	Rame banget ya Pak?
T	:	Yo nggak banget-banget.
R	:	Untuk penyampaian materi, biasanya menggunakan media apa aja Pak?
T	:	Buku, LKS, atau power point pakai LCD.
R	:	Teknik-teknik yang digunakan apa Pak? Step-stepnya? Mungkin PPP, genre based approach, atau scienetific approach gitu Pak?
T	:	Ya, pakai kurtilas itu. Sesuai dengan kurikulum yang di gunakan di SMP 15 ini.
R	:	Kalau teks-teks bahasa Inggris biasanya di ambil darimana Pak?
T	:	Dari LKS atau buku, When English Ring Bells.
R	:	Baiklah Pak, terimakasih atas waktu yang diluangkan. Mungkin itu dulu saja Pak.
T	:	Ohya, sama-sama.
R	:	Permisi Pak.
T	:	Ya.

Interview 2 (with the student before implementation)

Day : Thursday

Date : March 10th, 2015

Time : 9.30 a.m.

R : Researcher

S06: Angga Yuniarto

R	:	Hallo..
S06	:	Hehee, ya hallo.
R	:	Boleh tau siapa namanya
S06	:	Angga Yuniarto
R	:	Angga, ini miss Anis mau tanya-tanya sedikit seputar pembelajaran Bahasa Inggris, boleh ya.
S06	:	Ya.
R	:	Menurut kamu bagaimana pengajaran bahasa Inggris di kelas selama ini? Asyik? Menyenangkan? Atau...?
S06	:	Biasa aja Miss. Tapi banyak bosennya
R	:	Bosennya kenapa?
S06	:	Bosennya ya... Cuma gitu-gitu aja.
R	:	Oh... nggak ada games ya?
S06	:	Iya, belajar terus, ngerjain LKS gitu Miss.
R	:	Biasanya kegiatannya apa kalau di kelas? Kegiatan membaca terutama?
S06	:	Iya itu tadi. Abis nerangin materi, terus ngerjain soal.
R	:	Sumbernya dari?
S06	:	Bisa dari LKS, kalau enggak buku.
R	:	Ada media lain nggak yang dipakai?
S06	:	Ada, kadang pakai power point.
R	:	Apa yang kamu lakukan ketika mengalami kesulitan untuk memahami teks-teks berbahasa Inggris?
S06	:	Diem aja, hehe
R	:	Pernah gak saat kamu sulit memahami teks bahasa Inggris, terus kamu buka kamus
S06	:	Jarang sih.
R	:	Hmmm gitu. Kamu termasuk orang yang suka membaca nggak?
S06	:	Enggak.
R	:	Kalau baca bahasa Inggris?
S06	:	Paling kalau pas nyanyi bahasa Inggris
R	:	Oh, jadi kamu suka nyanyi ya?
S06	:	Ya dikit-dikit.
R	:	Kalau membaca lirik bahasa Inggris kesulitannya apa yang biasanya di temui?
S06	:	Nggak tahu artinya.
R	:	Terus apalagi? Kalau grammar gitu kamu mengalami kesulitan nggak, misalnya yang membedakan present tense dan past tense?
S06	:	Ya lumayan.
R	:	OK. Thank you ya Angga.
S06	:	Ya Miss.

Interview 3 (with the student before implementation)

Day : Thursday

Date : March 10th, 2015

Time : 9.33 a.m.

R : Researcher

S01 : Adi Setiawan

R	:	Hallo, ini dengan siapa ya?
S01	:	Adi Setiawan, Mbak
R	:	OK, Adi, Miss Anis mau tanya seputar pembelajaran Bahasa Inggris. Menurut kamu bagaimana pengajaran bahasa Inggris selama ini?
S01	:	Males mbak, soalnya soalnya temen-temen itu pada sering rame. Jadi ngganggu.
R	:	Hmmm gitu, kalau menurut kamu kesulitan apa yang sering kamu temui pas belajar Bahasa Inggris?
S01	:	Nggak bisa nerjemahin mbk.
R	:	Kalau pengucapannya gimana?
S01	:	Ya bingung juga hehe
R	:	Kalau kegiatan-kegiatan yang dilakukan di kelas biasanya apa aja
S01	:	Monotone mbak, materi dulu terus baru ngerjain soal-soal.
R	:	Materinya darimana dek?
S01	:	Buku
R	:	Kalau kamu mengalami kesulitan dalam bahasa Inggris biasanya apa yang kamu lakukan?
S01	:	Tanya teman.
R	:	Sering tanya guru juga enggak?
S01	:	Jarang mbak.. hehe
R	:	Selain tanya temen sama guru, apa yang kamu lakukan?
S01	:	Ya kadang cari di google.
R	:	Adi, kamu termasuk suka baca enggak?
S01	:	Paling baca-baca komik mbak
R	:	Kalau novel bahasa Inggris suka enggak
S01	:	Enggak juga.
R	:	OK Adi, makasih ya.
S01	:	Sip mbak.

Interview 4 (with the student before implementation)

Day : Thursday

Date : March 10th, 2015

Time : 9.35 a.m.

R : Researcher

S12 : Celuin Mega Putri

R	:	Hallo, siapa namanya?
S12	:	Celuin Mega Putri, Miss.
R	:	Mega ya?
S12	:	Iya.
R	:	Mega, tanya- tanya dikit ya tentang pembelajaran bahasa Inggris di kelas.
S12	:	OK mbak.
R	:	Menurut kamu bagaimana pengajaran bahasa Inggris selama ini?
S12	:	Enggak terlalu asyik mbak,hehe

R	:	Kenapa emangnya?
S12	:	Ngantuk mbak, kalau cuma duduk sambil ngerjain soal.
R	:	Terus pinginnya yang gimana?
S12	:	Ya pinginnya ada variasinya, ada ngerjain soalnya, ada becandanya gitu mbak.
R	:	Pernah ada games enggak?
S12	:	Enggak mbak.
R	:	Terus, kesulitan apa yang sering kamu temui pas belajar Bahasa Inggris?
S12	:	Bingungi mbak.
R	:	Bingung gimana?
S12	:	Itu lho, kalau satu kata bisa banyak artinya, enggak mesti cuma 1 arti gitu.
R	:	Kalau tata bahasa? Grammar gitu gimana?
S12	:	Sama bingungnya... hehe
R	:	Sumber belajarnya di kelas apa saja?
S12	:	Buku, LKS.
R	:	Jika kamu mengalami kesulitan dalam bahasa Inggris apa yang kamu lakukan?
S12	:	Buka kamus, kalau enggak google translate itu mbak hehee
R	:	Terus apakah kamu suka membaca?
S12	:	Baca novel paling.
R	:	Bahasa Indonesia atau bahasa Inggris?
S12	:	Indonesia donk.
R	:	Kalau bahasa Inggris.
S12	:	Pusing mbak hehe
R	:	Yaudah, makasih ya Mega
S12	:	Ya mbak sama-sama

Interview 5 (with the student before implementation)

Day : Thursday

Date : March 10th, 2015

Time : 9.38 a.m.

R : Researcher

S31 : Tarisa Puspita

R	:	Hello. What's your name?
S31	:	My name is Tarisa Puspita.
R	:	Panggilannya Tari? Pita? Atau siapa?
S31	:	Risa.
R	:	Risa, Miss Anis mau tanya pendapat kamu, bagaimana pengajaran bahasa Inggris selama ini?
S31	:	Biasa aja sih,spaneng gt Miss.
R	:	Spaneng gimana maksudnya?
S31	:	Ya, kadang temen-temen pada rame, terus di marahin sama Pak Muji.
R	:	Oh, selain itu gimana kegiatan belajarnya?
S31	:	Ngerjain soal terus, pelajaran terus latihan soal lagi.
R	:	Ngerjain soalnya dari buku atau LKS?
S31	:	Dua-duanya sih.
R	:	Terus, kalau kamu mengalami kesulitan, apa yang kamu lakukan?
S31	:	Tanya temen.
R	:	Kalau di rumah?

S31	:	Ya buka kamus.
R	:	Kalau ke sekolah enggak bawa kamus ya?
S31	:	Enggak, berat eg... hehe
R	:	Risa, kegiatan pembellajaran bahasa Inggris yang seperti apa yang kamu pinginin selama di kelas?
S31	:	Ya ganti-ganti, ga Cuma di terangin terus langsung garap soal, biar ga jenuh Miss.
R	:	Selain itu kamu seneng kerja sendiri atau kelompokan?
S31	:	Dua-duanya suka,tapi jarang sih kalau kelompokan.
R	:	Terus, kamu termasuk suka membaca enggak?
S31	:	Enggak mbak.
R	:	Kalau bacaan bahasa Indonesia gitu?
S31	:	Jarang sih mbak
R	:	OK Risa, makasih ya
S31	:	Iya.

Interview 6 (with the student before implementation)

Day : Thursday

Date : March 10th, 2015

Time : 9.43 a.m.

R : Researcher

S15: Dimas Taufik Hidayat

R	:	Pagi, what's your name?
S15	:	Dimas Taufik Hidayat
R	:	Dimas ya?
S15	:	Iya
R	:	Dimas, mau tanya-tanya nih, menurut kamu gimana pelajaran bahasa Inggris selama ini?
S15	:	Bosen mbak, kegiatannya bisa ditebak.
R	:	Bisa ditebak gimana?
S15	:	Ya paling, gurunya jelasin terus kita garap soal, nanti d cocoke bareng ya gitu-gitu aja.
R	:	Tapi kamu bisa mengikuti pelajaran bahasa Inggris enggak?
S15	:	Bisa alhamdulillah.
R	:	Berarti kamu suka bahasa Inggris ya?
S15	:	Hmmm..gitu deh.
R	:	Terus kesulitan apa yang kamu temui saat belajar bahasa Inggris?
S15	:	Yang paling sering enggak tahu artinya itu mbak.
R	:	Selain itu apa?
S15	:	Apa ya? Paling bingung grammar itu.
R	:	Saat kamu mengalami kesulitan apa yang kamu lakukan?
S15	:	Tanya temen.
R	:	Kenapa enggak tanya guru?
S15	:	Hehee.. tanya temen aja mbak.
R	:	Sering buka kamus enggak kalau bingung sama kosa katanya?
S15	:	Jarang.
R	:	Terus biasanya soal-soal latiannya darimana?
S15	:	Buku paket, kalau enggak LKS
R	:	Kalau kamu lebih seneng kerja kelompokan atau sendiri?
S15	:	Kelompokan.

R	:	Kenapa emangnya?
S15	:	Soalnya bisa tukar pendapat sama temen-temen.
R	:	Baiklah, makasi ya Dimas
S15	:	OK.

Interview 7 (with the English teacher after the second meeting of Cycle 1)

Day : Tuesday

Date : April 23rd, 2015

Time : 9 a.m.

R: Researcher

T: Teacher

R	:	Permisi Pak, mau tanya-tanya sedikit tentang pendapat Bapak setelah penerapan action dari Silent Card Shuffle Strategy di kelas 7J.
T	:	Ya lumayan, tadi anak-anak sepertinya enjoy.
R	:	Menurut Bapak silent card shuffle strategy bisa membantu meningkatkan pengajaran membaca di kelas?
T	:	Ya bisa membantu, mereka jadi belajar kosakata lebih banyak dengan kegiatan yang tidak membosankan.
R	:	Bagaimana kemampuan / ketrampilan membaca siswa setelah <i>silent card shuffle strategy</i> diimplementasikan dalam pengajaran membaca di kelas
T	:	Ya kalau baru diterapkan sekali ya belum tahu bagaimana dampaknya, bagaimana progressnya. Mungkin setelah dua atau tiga kali penerapan baru kita bisa liat hasilnya.
R	:	Aspek apa saja yang perlu untuk diperbaiki atau ditingkatkan saat proses pembelajaran Pak?
T	:	Ya, mungkin kalau ada beberapa siswa yang rame langsung di tegur saja. Supaya mereka tahu, kalau mereka kita perhatikan.
R	:	Ohya, mungkin ada yang lainnya Pak?
T	:	Give the students clear instruction, jadi sebelum kerja kelompok pastikan mereka paham apa yang akan mereka lakukan, supaya di tengah-tengah kerja kelompok tidak ada yang tanya. Mbak ini suruh gimana? Sedangkan kelompok lain sudah jalan dengan kelompoknya. Kelompok yang tidak mudeng ini kan jadi tertinggal.
R	:	Kalau media-medianya Pak, menurut Bapak bagaimana?
T	:	Ya sudah pas kartunya.
R	:	Mungkin ada masukkan lagi Pak?
T	:	Saat teacher debriefing, di usahakan semua siswa memperhatikan dan mencatat, supaya bisa diingat terus. Soalnya anak-anak itu kalau enggak disuruh mencatat sering lupa.
R	:	Ohya begitu, tapi saat saya mengajarkan tentang pengertian descriptive text anak-anak sudah saya minta untuk mencatat. Supaya mereka tahu, apa pengertian descriptive text, generic structure, social function dll.
T	:	Hmmm begitu, ya ada baiknya juga saat penjelasan kosa kata, membahas tentang soal-soal latihan untuk tetap mencatat hal-hal yang tidak mereka ketahui.
R	:	Baik Pak, besok anak-anak saya minta untuk mencatat.
T	:	Ohiya Mbak Anis, ketika kertas kelompok di tempel di papan tulis, anak-anak kan tidak bisa melihat karena jaraknya yang jauh. Jadi sebaiknya menjelaskannya menggunakan LCD, jadi buat power point supaya mereka memperhatikan. Tidak rame sendiri.
R	:	Oh ya Pak.
T	:	Gimana tadi time managementnya?
R	:	Ya lumayan Pak, masi ada kesempatan sedikit untuk summarizing materials.

T	:	Ya,Cuma kurang menyampaikan materi yang akan di sampaikan di pertemuan selanjutnya ya?
R	:	Ohya pak,tadi lupa,hehe
T	:	Ya , mungkin itu saja
R	:	Baik Pak Muji, terimakasih atas saran dan masukkannya Pak. Permissi.
T	:	Ya mari.

Interview 8 (with the student after the second meeting of Cycle 1)

Day : Thursday

Date : April 23rd, 2015

Time : 9.15 a.m.

R : Researcher

S11 : Bayu Adji Pamungkas

R	:	Pagi Bayu.
S11	:	Pagi Miss Anis.
R	:	Bayu, gimana pendapat kamu tentang pelajaran bahasa Inggris kemarin yang pakai kartu?
S11	:	Enak, seneng.
R	:	Senengnya gimana?
S11	:	Ya nempel-nempel kartu itu.
R	:	Kalau kosa kata yang ada di kartunya sulit apa enggak? Teks Risa's housenya mudah dipahami enggak?
S11	:	Biasa, enggak terlalu sulit
R	:	Terus apa lagi selain seneng karena kartunya?
S11	:	Seneng enggak mikir sendiri.
R	:	Oh karena kelompokkan ya?
S11	:	Heem.
R	:	Kalau tentang teknik pembelajarannya gimana? Kan ada yang silent, nggak boleh ngomong itu, menurut kamu enak nggak sih stepnya itu?
S11	:	Enggak enak Miss, bingung kenapa enggak boleh diskusi dulu.
R	:	Oh gitu, jadi pinginnya diskusi dari awal ya?
S11	:	Iya.
R	:	Kalau pas diskusi sama temen-temen komunikasinya pakai bahasa Indonesia? Inggris? Atau Jawa?
S11	:	Jawa sama Indonesia.
R	:	Terus kesulitannya apa?
S11	:	Paling pas ngira-ngira artinya mbak. Soalnya dari bahasa Inggris ke bahasa Inggris.
R	:	Oke makasi ya
S11	:	Sip.

Interview 9 (with the student after the second meeting of Cycle 1)

Day : Thursday

Date : April 23rd, 2015

Time : 9.18 a.m.

R : Researcher

S06: Angga Yuniarto

R	:	Angga, gimana pendapat kamu tentang pelajaran bahasa Inggris kemarin yang pakai kartu?
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S06	:	Beda kayak pelajaran bahasa Inggris biasanya, menarik gitu Mbak.
R	:	Bedanya gimana?
S06	:	Ya beda, biasanya ga pernah kelompokkan, biasanya enggak pernah pakai kartu.
R	:	Kalau tentang teknik pembelajarannya gimana? Menurut kamu enak nggak sih stepnya itu?
S06	:	Enak-enak aja sih.
R	:	Terus gimana interaksi kamu dengan teman-teman kelompokkan ?
S06	:	Lancar-lancar aja.
R	:	Kesulitan apa yang kamu temui? Mungkin teks Risa's housenya terlalu sulit?
S06	:	Alhamdulillah enggak ada.
R	:	Ada saran buat pertemuan selanjutnya enggak?
S06	:	Bagi kelompokkannya terserah aja mbak, biar bisa milih.
R	:	Oh gitu, siap deh. Anyway makasi ya
S06	:	Ya.

Interview 10 (with the student after the second meeting of Cycle 1)

Day : Thursday

Date : April 23rd, 2015

Time : 9.20 a.m.

R : Researcher

S2 : Dimas Taufik Hidayat

R	:	Dimas, Miss Anis mau tanya ini, gimana pendapat kamu tentang pelajaran bahasa Inggris kemarin?
S15	:	Seru..
R	:	Serunya gimana?
S15	:	Serunya ya kalau yang bisa jawab pertanyaan dapet hadiah.
R	:	Ohya, kamu dapet hadiah ya kemarin?
S15	:	Iyaa mbak, makasih ya.
R	:	Hehee, heem sama-sama. Terus apa lagi yang bikin seru?
S15	:	Ya kelompokkannya itu, lomba cepet-cepetan nempel di papan tulis.
R	:	Oh, jadi kamu suka kompetisinya juga ya.
S15	:	Heem.
R	:	Kalau tentang teknik pembelajarannya gimana, jelas enggak instruksinya?
S15	:	Jelas kok.
R	:	Waktu diskusi kamu menemui kesulitan enggak?
S15	:	Enggak mbak, temennya enak-enak
R	:	Ada kesulitan lainnya enggak?
S15	:	Kalau kemarin sih enggak ada, enggak tau kalau besok.
R	:	OK makasih ya Dimas.
S15	:	Yoi mbak.

Interview 11 (with the student after the second meeting of Cycle 1)

Day : Thursday

Date : April 23rd, 2015

Time : 9.23 a.m.

R : Researcher

S12 : Celuin Mega Putri

R	:	Mega, boleh tanya-tanya sedikit?
S12	:	Ya boleh.
R	:	Menurut kamu bagaimana pengajaran kemarin? Bagaimana penerapan Silent Card Shuffle Strategy kemarin?
S12	:	Seru sih.
R	:	Serunya gimana?
S12	:	Ya pas kita dapet amplop, penasaran gitu.
R	:	Pas belajar kosa katanya enak pakai kartu atau liat dari papan tulis?
S12	:	Kartu donk, enggak boring mbak.
R	:	Terus kesulitan-kesulitan yang kamu hadapi apa?
S12	:	Bingung mau menjodohkannya mbak, soalnya bahasa Inggris semua. Sam-sama enggak tahu artinya.
R	:	Oh masi kebalik-balik gitu ya?
S12	:	Heem mbak, kalau salah satu arti aja, nti pasti ada yang salah juga.
R	:	Apakah kamu terbantu dengan penggunaan Silent Card Shuffle?
S12	:	Iya, terbantu.
R	:	Nah, kira-kira apa yang harus ditingkatkan lagi? Mungkin ditambah, atau ditiadakan malah?
S12	:	Enggak ada sih mbak, udah pas.
R	:	OK makasih Mega.
S12	:	Ya.

Interview 12 (with the student after the second meeting of Cycle 1)

Day : Thursday

Date : April 23rd, 2015

Time : 9.25 a.m.

R : Researcher

S31: Tarisa Puspita

R	:	Risa, tanya-tanya lagi ya.
S31	:	OK Miss.
R	:	Apakah kamu suka jika pengajaran membaca menggunakan silent card shuffle strategy?
S31	:	Hhmm... so far so good... hehee
R	:	Hehee, wah pinter bahasa Inggris nih ternyata Risa.
S31	:	Cuma ikut-ikutan Miss, biar gaul hehehe....
R	:	Nevermind, so do you find any problem?
S31	:	Wah wah.. bahasa Indonesia aja Miss Anis, hehhee.
R	:	Ya belajar Inggris dikit-dikit ya, apakah kamu menemukan kesulitan?
S31	:	Ya ada.
R	:	Apa aja itu?
S31	:	Menentukan arti yang pas tu lho mbak, soalnya artinya bahasa Inggris, coba kalau bahasa Indonesia mesti kelompokku bener semua.
R	:	Emangnya kelompok kamu salah berapa kemarin?
S31	:	Banyak mbak, salah 3 eg.
R	:	Ohya gapapa, besok kita masi ada games-games lagi, harus lebih telit lagi ya.
S31	:	Heem.
R	:	Terus apakah kamu menggunakan bahasa Inggris tadi waktu berkomunikasi?
S31	:	Enggak, pake bahasa Jawa.

R	:	Terus kamu lebih seneng kerja kelompok atau individu?
S31	:	Kelompok, soalnya bisa sambil becanda sambil belajar.
R	:	Hmm... terus apakah kamu suka pengajaran menggunakan Silent Card Shuffle?
S31	:	Suka, soalnya baru pertama kali pake kartu-kartu gini.
R	:	OK kalau gitu makasi waktunya ya Risa.
S31	:	OK.

Interview 13 (with the English teacher after the third meeting of Cycle 1)

Day : Thursday

Date : April 24th, 2015

Time : 9 a.m.

R: Researcher

C : Collaborator (Dwi Yunitasari)

R	:	Uwi, gimana penerapan <i>action</i> ketiga dikelas tadi?
C	:	Ya, bagus progressnya.
R	:	Ada peningkatan di bandingkan pertemuan sebelumnya ya Wi?
C	:	Iya, anak-anak mulai aktif melakukan setiap step dari Silent Card Shuffle. Anak-anak mulai tertarik, jadi mereka tidak rame tanpa arah tetapi rame berdiskusi dengan kelompoknya dan konsentrasi pada materi tersebut. Jadi kelihatannya memang menarik aktivitasnya.
R	:	Gimana menurut kamu tentang variasi gambar yang saya berikan. Apakah dengan adanya variasi tersebut bisa membantu siswa-siswa
C	:	Ya, itu kan yang di harapkan anak-anak, kegiatan yang bervariasi di setiap pertemuan. Kemarin cuma kata dan definisi, sekarang kata, definisi dan gambar
R	:	Iya, disini saya berusaha menciptakan suasana yang berbeda di setiap pertemuan. Walaupun, teknik yang di gunakan tetap sama.
C	:	Good job Anis.
R	:	Thanks. Selanjutnya menurut kamu, apakah ada progress yang ditunjukkan dengan di terapkannya Silent Card Shuffle Strategy dikelas 7J ini?
C	:	Ada progressnya, walaupun dari sedikit tetapi progress itu tetap ada.
R	:	Kalau untuk proses pembelajarannya gimana menurut kamu?
C	:	Lebih tertata, karena anak-anaknya sama-sama sudah tau aturan main atau step dari SCSS.
R	:	Gimana tentang time managementnya?
C	:	Hmm.. di bagian post-teaching summarizing materialsnya kurang lama, mungkin sekitar 5 menit.
R	:	Hehehe, iya harus lebih pintar manage waktu ya. Kalau instruksi yang saya berikan apakah sudah jelas? Soalnya minggu lalu Pak Muji menyarankan supaya perintah dari langkah-langkah SCSS harus lebih d jelaskan secara rinci, supaya anak-anak mengerti apa yang harus mereka lakukan.
C	:	Ya, saya lihat tadi sudah jelas. Anak-anak langsung menjalankan sesuai dengan yang diharapkan.
R	:	Mungkin ada saran lain, untuk peningkatan pembelajaran di pertemuan selanjutnya?
C	:	Mungkin pembagian kelompoknya lebih baik di bagi oleh guru seperti pertemuan selanjutnya, karena tadi saya lihat ada beberapa anak yang bingung tidak dapat kelompok.
R	:	Iya, jadi kemarin ada beberapa siswa yang minta untuk pembagian kelompok di bagi sesuai dengan keinginan mereka. Tapi ternyata banyak siswa malah tidak dapat kelompok.
C	:	Iya, tapi akan lebih efektif kalau dibagi guru saja, selain itu juga menghemat waktu.
R	:	Iya betul, untuk menghindari situasi kelas yang semakin rame juga ya Wi.
C	:	Heem Nis.

R	:	Ada masukkan lagi enggak Wi? Mungkin ada saran untuk media yang di gunakan?
C	:	Medianya ya? Apa ya, kayaknya sih enggak ada. Tadi, saat apa itu, pas teacher debriefing anak-anak juga memperhatikan.
R	:	Berarti yang lebih diperhatikan time management sama, supaya semua kegiatan lebih maximal ya.
C	:	Betul, semangat...
R	:	Baiklah Wi, thank you ya.
C	:	Heem Anis.

Interview 14 (with the student after the third meeting of Cycle 1)

Day : Thursday

Date : April 24th, 2015

Time : 9.16 a.m.

R : Researcher

S11: Bayu Adji Pamungkas

R	:	Bayu... sini-sini, gimana pendapat kamu tentang pertemuan kita kemarin? Tentang text Shinta's bedroom?
S11	:	Kosa katanya agak sulit dari yang kemarin Miss.
R	:	Kalau dari cards-nya, lebih asyik kalau pakai gambar atau cuma kata-kata aja?
S11	:	Asyik pakai gambar.
R	:	Menurut kamu dengan adanya gambar, apakah lebih membantu untuk memahami kosa kata?
S11	:	Ya lebih menarik aja kalau ada gambarnya.
R	:	Bervariasi juga kan kalau pakai gambar?
S11	:	Heem, jadi enggak cuma tulisan aja, apalagi jam terakhir kan kadang ngantuk.
R	:	Kesulitan saat memahami teks Shinta's bedroom apa lagi yang kamu temui selain kosa kata?
S11	:	Paling cara baca nama-nama benda yang ada di ruangnya Shinta itu Miss.
R	:	Sebelumnya pernah denger kata-kata yang ada di teks itu enggak?
S11	:	Uda sih, tapi kadang tetep bingung walaupun udah sering denger.
R	:	Oh, I see. Ada saran atau masukan untuk pertemuan selanjutnya Bayu?
S11	:	Apa ya, kalau besok masi pakai kartu-kartu lagi jadi bosen, hehehe. Pakai permainan aja jadi enak, belajar sambil bermain. hehee
R	:	Kalau teknik kartunya nanti tetep, cuma kita aplikasikan dengan kegiatan yang lain supaya enggak monotone.
S11	:	OK
R	:	Heem, thank you Bayu.

Interview 15 (with the student after the third meeting of Cycle 1)

Day : Thursday

Date : April 24th, 2015

Time : 9.18 a.m.

R : Researcher

S11: Celuin Mega Putri

R	:	Pagi, Mega.
S12	:	Pagi Miss Anis....

R	:	Mega, gimana menurut kamu pertemuan kita yang kemarin yang teks Shinta's Bedroom?
S12	:	Apa ya, beda sama pertemuan yang sebelumnya.
R	:	Bedanya apa? Teksnya lebih sulit atau apa?
S12	:	Teksnya pendek tapi kosa katanya susah.
R	:	Kalau cardnya gimana menurut kamu?
S12	:	Lucu ada gambar-gambarnya, jadi lebih fresh, hehehe. Tapi itu lho mbak ada yang enggak nyambung sama dan artinya.
R	:	Yang bagian mana?
S12	:	Duh lupa aku, bentar-bentar. Cuma satu pokoknya yang enggak nyambung.
R	:	Coba diinget-inget biar Miss Anis tahu, biar kedepannya cari gambar yang pas.
S12	:	Sik, yang no terakhir itu. Heeh, yang itu.
R	:	Owh yayaya... Now yang artinya at present ya.
S12	:	Heem mbak yang itu, gambarnya kurang pas. Tapi ya susah juga ya, kalau kata-katanya sekarang terus gambarnya kayak gimana, hehehe.
R	:	Hehee, iya. Mungkin ada masukkan lagi Mega?
S12	:	Apa ya, teksnya lebih panjang Miss, biar lebih menantang. Terus amplopnya jangan merah terus, hehehe.
R	:	Hahaaha, kamu ini lucu aja. Amplop kan cuma pemanis, yang penting kan pelajarannya kamu jadi mudeng.
S12	:	Becanda Miss, peace.
R	:	Ohya, kita pelajari descriptive text dengan text yang lebih panjang ya, biar lebih menantang, biar makin pintar ya.
S12	:	Iya, tapi jangan kepanjangan juga ya Miss.
R	:	Siap, makasih ya Mega.
S12	:	Ya Miss sama-sama.

Interview 16 (with the student after the first meeting of Cycle 2)

Day : Saturday

Date : April 29th, 2015

Time : 11.15 a.m.

R : Researcher

T : Teacher

R	:	Permisi Pak Muji.
T	:	Ya gimana Mbak Anis, sudah mulai menikmati mengajar?
R	:	Sudah Pak, mulai hafal dengan anak-anaknya. Anak-anaknya makin bisa di ajak kerjasama.
T	:	Ya itulah, tak kenal maka tak sayang.
R	:	Hehehe iya pak, yang tadinya rame banget, mulai bisa di kondisikan.
T	:	Ya syukurlah, gini Mbak Anis, saya lihat tadi antusias anak-anak pada saat game. Mereka mau berlomba-lomba menebak sinonim. Ini artinya mereka mulai tertarik dengan kegiatan pembelajaran bahasa Inggris.
R	:	Iya pak. Tadi jenis kartu yang saya design beda dengan pertemuan-pertemuan yang lalu. Gimana menurut Bapak?
T	:	Ya, tadi itu jumble paragraph ya?
R	:	Iya Pak.
T	:	Ya enggak papa, variasi boleh dilakukan asal masi dalam lingkup teknik yang dipakai.
R	:	Iya tadi masi dalam kooridor Silent Card Shuffle, yang pertama <i>Silent card classification</i> , students mengklasifikasi kartu dalam bentuk paragraf berserta gambar penunjangnya atnpa berdiskusi dengan teman kelompoknya, selanjutnya <i>Justify and refine</i> mereka mulai boleh

		berdiskusi sesuai perintah dari guru dan mereka boleh mengganti susunan kartu. Kemudian <i>Circulate and observe</i> siswa mengunjungi kelompok lain dan mengamati susunan kartu milik kelompok lain. Setelah itu, guru menginstruksi untuk kembali ke kelompok masing-masing atau <i>Return and refine</i> dan yang terakhir <i>Teacher debriefing</i> .
T	:	Ya itu yang terpenting urutannya harus tetap sistematis, harus tetap sama tidak mengubah apapun..
R	:	Menurut Pak Muji, penerapan ke tiga dari <i>silent card shuffle strategy</i> ini apakah bisa membantu meningkatkan pengajaran membaca di kelas?
T	:	Ya, bisa meningkatkan kreatifitas siswa, karena mereka mau tidak mau harus memahami teks untuk menyusun suatu paragraf seraca runtut. Ini juga bisa melatih sistem motorik mereka untuk lebih berpikir keras.
R	:	Mungkin masi ada yang kurang Pak, saat proses pembelajaran tadi?
T	:	Ya mungkin harus lebih di tegaskan di awal pertemuan, tujuan dari pembelajaran hari ini adalah bla bla bla. Kalau perlu di tuliskan di papan tulis. Supaya mereka lebih mengerti apa yang akan mereka pelajari.
R	:	Oh jadi tidak hanya secara lisan ya Pak?
T	:	Iya, anak-anak itu kalau secara lisankadang tidak mendengarkan secara seksama. Jadi, ada baiknya supaya lebih maximal ditulis di papan tulis, semua anak bisa membaca, jadi proses belajar mengajar semakin terarah, tujuannya jelas gitu mbak.
R	:	Oh ya Pak, besok saya tulis tujuan dari pembelajarannya.
T	:	Iya, karena skripsinya kan improving teaching and learning process, jadi pre, whilst, post teaching jangan ada yang terlewatkan. begitu ya?
R	:	Baik Pak.
T	:	Kembali lagi, semua itu adalah time managment, bagaimana kita bisa mengatur waktu supaya 3 rangkaian mengajar itu bisa tercakup dalam waktu 80 menit.
R	:	Ya Pak, saya usahakan untuk memaksimal waktu sebisa mungkin.
T	:	Lha iya harus itu, maksudnya kita membuat RPP itu untuk memperkirakan alokasi waktu yang telah kita sediakan dengan kegiatan yang akan kita sampaikan.
R	:	Mungkin masi ada kekurangan atau masi ada masukkan Pak?
T	:	Ya sementara itu dulu.
R	:	Terimakasih atas waktunya nggih Pak
T	:	Ya.

Interview 17 (with the student after the first meeting of Cycle 2)

Day : Saturday

Date : April 29th, 2015

Time : 10.20 a.m.

R : Researcher

S06: Angga Yuniarto

R	:	Hai Angga, menurutmu bagaimana pelajaran hari ini? Tentang competition? Tentang Syno Game?
S06	:	Seru. Susah banget kompetisinya.
R	:	Karena susah ini makanya aku buat kompetisi. Nah, kesulitan apa yang kamu alami? Teksnya menurut kamu gimana?
S06	:	Susah?
R	:	Susah banget? Atau Susah aja?
S06	:	Susah aja, hehe
R	:	Bagian mananya yang susah?

S06	:	Menebak sinonimnya itu Mbak, soalnya belum pernah diajari juga.
R	:	Menurut kamu game ini bisa membantu kamu untuk lebih bisa memahami teks, memperkaya perbendahaharaan kosa kata enggak?
S06	:	Bisa, bisa banget.
R	:	Menurut kamu kartu jumble paragraf dan gambarnya dari Silent Card Shuffle gimana? Apakah bisa meningkatkan kemampuan membaca?
S06	:	Hmmm.. bisa soalnya kita jadi tertarik untuk baca dan menjodohkan dengan gambarnya.
R	:	Emang biasanya enggak tertarik membaca ya?
S06	:	Kalau Cuma tulisan aja, enggak ada gambarnya ya males juga mbak.
R	:	Oh gitu. Terus saran-saran kamu untuk ke depannya gimana? Apakah perlu dibuat game-game kayak gini lagi, atau kayak yang kemarin aja?
S06	:	Apa ya sarannya? Games boleh, game yang lainnya mbak, biar lebih seru sama bikin penasaran.
R	:	Beres deh, mungkin ada lagi?
S06	:	Cuma itu aja mbak, bingung hehhe.

Interview 18 (with the student after the first meeting of Cycle 2)

Day : Saturday

Date : April 29th, 2015

Time : 10.23 a.m.

R : Researcher

S15: Dimas Taufik Hidayat

R	:	Dimas, gimana belajar kegiatan hari ini? Tentang competition? Tentang Syno Game?
S15	:	Syno game, asyik sih soalnya belum pernah main game kaya gitu, biasanya yang main game kaya gitu kan cewek-cewek.
R	:	Oh gitu ya? Masak sih itu game cewek.
S15	:	Setau aku sih gitu Mbak.
R	:	Eh, tapi buktinya kelompok kamu menang kompetisi Syno game kan?
S15	:	Iya sih, bejo itu mbak.
R	:	Gimana rasanya coklat enak enggak?
S15	:	Enak... kan gratiss... hehehe.
R	:	Hehhee, besok-besuk lagi deh kalau menang kompetisi lagi. Eh, anyway gimana ini pendapat kamu tentang teks My Cat,ada kesulitan?
S15	:	Kesulitannya, pas ngurutin paragraf sama gambarnya.
R	:	Bingung karena apa? Enggak tau artinya ya?
S15	:	Iya, enggak tau artinya, sama enggak tahu kelanjutan dari apa...apa itu... paragraf satu ke paragraf yang lain. Enggak tahu kalau susunan paragrafnya enggak nyambung Mbak.
R	:	Kalau dengan adanya gambar bisa membantu enggak?
S15	:	Enggak sih, sama aja.
R	:	Tapi kalau tadi kan bekerjanya dalam kelompok, itu membantu nggak?
S15	:	Membantu banget.
R	:	Kalau misalnya sendiri kesulitan ya?
S15	:	Ah yo... mesti ada kesulitan. Berkelompok aja bingung, apalagi kalau sendiri.
R	:	Oh ya, kalau kelompok kan bisa berdiskusi ya? Terus ada masukan untuk ke depan?
S15	:	Ya....
R	:	Apakah perlu ada games kayak gini lagi?
S15	:	Ya, perlu....

R	:	Seneng ya ada games?
S15	:	Seneng.
R	:	Oh ya ya. Terus kalau dibandingkan dengan yang kemarin itu apakah ada peningkatan?
S15	:	Ada. Lebih enak yang sekarang. Tapi
R	:	Mungkin ada saran untuk pertemuan selanjutnya?
S15	:	Ya itu, ujung-ujungnya nyusun kartu terus jadi ya bosen.
R	:	OK, thanks ya.

Interview 19 (with the student after the first meeting of Cycle 2)

Day : Saturday

Date : April 29th, 2015

Time : 10.27 a.m.

R : Researcher

S13: Devanno

R	:	Vanno, gimana pendapat kamu tentang pelajaran hari ini? Tentang adanya syno game dan kalian berkompetisi?
S13	:	Ya seru-seru aja, walaupun kalah jadi enggak dapet coklat
R	:	Ya besok masi ada hadiah-hadiah lain, hehe
S13	:	Hehehe....
R	:	Ada kesulitan enggak dalam memahami teks My Cat
S13	:	Enggak sih, soalnya di bahas bareng-bareng jadi ya enggak terlalu sulit.
R	:	Oh jadi kamu lebih suka kerja kelompok ya?
S13	:	Lha iya, kan mikirnya jadi lebih ringan.
R	:	Betul juga ya. Hhmm... mungkin ada saran enggak untuk pertemuan selanjutnya. Atau mungkin activity-nya perlu ada tambahan nggak?
S13	:	Enggak ada Mbak.
R	:	Enak ada gamesnya atau mending kayak pertemuan-pertemuan yang lalu?
S13	:	Ya enak game aja, jadi enggak ngebosenin mbak.
R	:	OK Vanno, thanks ya
S13	:	Ya.

Interview 20 (with the teacher after the second meeting of Cycle 2)

Day : Saturday

Date : April 31st, 2015

Time : 9.15 a.m.

R : Researcher

T : Teacher

R	:	Permisi Pak, saya mau tanya-tanya sebentar.
T	:	Ya, sini... Gimana?
R	:	Aktivitas kemarin menurut Bapak bagaimana? Dengan adanya game baru?
T	:	Hhhmmm... Kelihatannya dari awal anak-anak nggak terlalu bersemangat... tapi setelah ada game ternyata bisa serius, bisa kerja. Setelah disodorkan lembar kerja bisa mengejakan dengan baik.
R	:	Kalau pengkondisian kelasnya tadi menurut Bapak bagaimana? Anak-anaknya bisa dikondisikan tidak?
T	:	Bisa. Setelah mereka tahu... Tertarik pada peraturan, dan tertarik pada game tadi itu.
R	:	Atau dengan yang dulu-dulu mungkin Pak? Aktivitasnya gitu...
T	:	Tadi yang tiba-tiba itu ya keseriusan waktu kerja itu. Mendadak bisa serius itu waktu kerja.

R	:	Kalau untuk instruksinya menurut Bapak bagaimana? Ada yang perlu ditambahkan lagi, atau perlu diperbaiki? Tadi masih banyak yang pakai bahasa Indonesia Pak, kalau pakai bahasa Inggris seluruhnya anak-anak nanti juga nggak dong.
T	:	Ya bagus, cuma anak-anak tadi awalnya tadi kelihatan rame itu. Tapi mereka sejauh itu tetep masih bisa menangkap apa yang harus dikerjakan.
R	:	Untuk selanjutnya apakah ada saran atau masukan gitu Pak?
T	:	Saya kira sudah cukup baik, ada perubahan disetiap pertemuan.
R	:	Maturnuwun, nggih Pak. Mungkin itu saja.
T	:	Ya, sama-sama.

Interview 21 (with the student after the second meeting of Cycle 2)

Day : Saturday

Date : April 31st, 2015

Time : 9.20 a.m.

R : Researcher

S11 : Bayu Adji Pamungkas

R	:	Hallo, Bayu, tanya-tanya sebentar tentang pelajaran hari ini, menurutmu gimana?
S11	:	Asyik, main-main peran itu mbak.
R	:	Oh, role play ya?
S11	:	Heem, jadi seru liat temen-temen pada lucu memperagakan tokoh doraemon.
R	:	Saat temen-temen memperagakan tokohnya kamu mudeng enggak?
S11	:	Ya lumayan mudeng.
R	:	Waktu temen-temen membacakan ciri-ciri khusus dari tokohnya kamu paham juga enggak?
S11	:	Enggak, soalnya temen-temen bacanya enggak jelas.
R	:	Kalau kompetisi syno game dan role play seru mana?
S11	:	Enak semua,soalnya beda permainannya.
R	:	Kelompok kamu gimana menang kan tadi?
S11	:	Iya, dari kemarin enggak pernah menang soalnya.
R	:	Akhirnya donk, yang di tunggu-tunggu. Kalau dari teksnya tadi “Doraemon”, kamu menemukan kesulitan nggak?
S11	:	Lumayan, kosa katanya itu susah-susah.
R	:	Kalau dibandingkan dengan “My Cat” menurutmu “Doraemon” lebih gampang atau lebih susah?
S11	:	Lebih susah, hehehe
R	:	Kalau activity-nya perlu ada tambahan nggak?
S11	:	Apa ya mbak, kemarin uda main yang sinonim itu, sekarang ini. Ya udah seru sih.
R	:	Kalau untuk kartu sendiri perlu ada tambahan lagi nggak?
S11	:	Enggak,sudah asyik,
R	:	OK, makasih Bayu.
S11	:	Same-same mbak.

Interview 22 (with the student after the second meeting of Cycle 2)

Day : Saturday

Date : April 31st, 2015

Time : 9.22 a.m.

R : Researcher

S31 : Tarisa Puspita

R	:	Risa, tanya-tanya sebentar ya.
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S31	:	Ya Miss, bentar tak ngabisin jajan dulu.
R	:	OK, di habisin dulu.
S31	:	Udah ini.
R	:	Menurutmu gimana pelajaran hari ini?
S31	:	Ah ya.... Gitu permainannya tetep mikir, hehehe.
R	:	Lho, kan belajar sambil bermain.
S31	:	Iya sih, tapi gitu-gitu terus.
R	:	Oh ya... perlu games baru lagi ya?
S31	:	Pingin ganti materi, enggak descriptive terus.
R	:	Oh, tapi kan perlu pendalaman materi, supaya kalian nanti jadi pinter. Banyak perbendaharaan kosa katanya.
S31	:	Hehehe, tapi bahasa Inggris ki tetep anjel benjed Miss.
R	:	Ya, berarti harus banyak latihan lagi. Oiya, ada masukkan enggak buat kegiatan selanjutnya.
S31	:	Pingin belajar sambil diluar, outdoor gitu.
R	:	Oh, pingin games sambil di luar ya? Coba besok ya, ijin Pak Muji dulu.
S31	:	Iya Miss, biar lebih seru lagi.
R	:	Makasih ya Risa masukannya.
S31	:	Yoi Miss.

Interview 23 (with the student after the second meeting of Cycle 2)

Day : Saturday

Date : April 31st, 2015

Time : 9.25 a.m.

R : Researcher

S28 : Rio Ferdinan

R	:	Rio, tanya-tanya dikit ya.
S28	:	Ya mbak, gimana?
R	:	Gimana menurutmu tentang kegiatan hari ini?
S28	:	Fun.
R	:	Ceritain donk gimana fun.nya?
S28	:	Ya itu, main peran doraemon, jadi penasaran waktu nebak tokohnya.
R	:	Ada kesulitan enggak waktu role play?
S28	:	Role play itu yang gimana Miss?
R	:	Ya itu tadi, yang main peran.
S28	:	Oh, ada sih kesulitannya. Sebelum kita memerankan tokohnya, kita kan harus baca ciri-ciranya itu, ada kata-kata yang susah di pahami.
R	:	Menurut kamu enak mana main syno game atau role play?
S28	:	Dua-duanya enak.
R	:	Kalau untuk teksnya mudah yang My Cat atau yang Doraemon?
S28	:	Ya imbanglah, sama-sama sulit.
R	:	Rio, kamu ada masukkan enggak buat pertemuan selanjutnya?
S28	:	Hmm.. enggak ada mbak, soalnya uda bervariasi, jadi enggak boring. Cuma yang males waktu nempel-nempel itu mbak, bosen.
R	:	Ya kalau itu soalnya telknik yang mutlak harus di lakukan di setiap pertemuan.
S28	:	Oh, hehehe.
R	:	Yaudah Rio, thanks ya

S28	:	You're welcome Mbak Anis
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Interview 24 (with the teacher after third meeting of Cycle 2)

Day : Saturday

Date : May 13th, 2015

Time : 10.20 a.m.

R : Researcher

T : Teacher

R	:	Maaf Pak, mengganggu. Saya mau minta waktunya sebentar. Mau menanyakan tentang penerapan Silent Card Shuffle Strategy kemarin menurut Bapak bagaimana?
T	:	Menurut saya bagus. Tapi kalau terus-terusan anaknya bisa bosan. Itu memang anaknya memang mintanya yang baru, baru, baru. Jadi mungkin kalau menerapkan ya selang-seling.
R	:	Jadi untuk variasi pembelajaran bisa gitu ya Pak?
T	:	Bisa. Tapi kalau untuk terus-terusan. Kalau setiap hari kan apapun barang bagus tetep bosan.
R	:	Menurut Bapak apakah sudah ada peningkatan dari segi pengajarannya atau dari segi kemampuan anaknya?
T	:	Saya kira ya tetap ada. Tapi nanti kan bisa dilihat hasilnya bisa dilihat pada posttestnya.
R	:	Mungkin ada lagi masukan Pak, kegiatannya atau mungkin stepnya dalam Silent Card Shuffle?
T	:	Saya kira nggak, Cuma harus lebih galak lagi menghadapi siswa-siswa seperti kelas J.
R	:	Iya Pak. Apakah ada yang lain lagi Pak?
T	:	Sudah.
R	:	Baik, terimakasih Pak atas waktunya. Jadi penelitian saya sampai di sini ya Pak, terimakasih atas bantuannya.
T	:	Ya, sama-sama.

Interview 25 (with the student after the third meeting of Cycle 2)

Day : Saturday

Date : May 13th, 2015

Time : 10.22 a.m.

R : Researcher

S28 : Rio Ferdinan

R	:	Hallo Rio.
S28	:	Hallo.
R	:	Menurutmu gimana pelajaran hari ini?
S28	:	Menyenangkan.
R	:	Kalau dibanding yang kemarin lebih susah apa lebih mudah?
S28	:	Lebih mudah.
R	:	Menurut kamu finding words, bisa menambah pengetahuan kamu enggak, terutama kosa kata?
S28	:	Iya nambah, soalnya aku seneng nggambar jadi sambil oret-oretan sambil belajar gitu.
R	:	Oh, jadi kamu suka gambar ya?
S28	:	Heem, jadi enggak sekedar nggambar, tapi jadi belajar kosa kata.
R	:	Kalau teks My mother lebih gampang dari Doraemon atau lebih sulit.
S28	:	Lebih mudah di pahami dan di bayangkan.

R	:	Di bayangkan gimana maksudnya.
S28	:	Ya ciri-ciri yang ada di dalam teks, kalau kita enggak tahu artinya bisa di kira-kira sambil di bayangkan gitu mbak.
R	:	Wah, imajinasi kamu tinggi juga ya ternyata.
S28	:	Hehee.
R	:	Oiya Rio, menurut kamu apakah pembelajaran bahasa Inggris kita selama ini yang menggunakan teknik Silent Card Shuffle bisa meningkatkan kemampuan membaca kamu?
S28	:	Iya, soalnya selama ini kita main-main kosa kata terus jadi banyak tahu.
R	:	Berarti dengan adanya Silent Card Shuffle sangat membantu proses pemahaman reading kamu ya?
S28	:	Ya, sangat membantu, belajar kosa kata jadi seneng.
R	:	OK makasi Rio.
S28	:	Sip sip.

Interview 26 (with the student after the third meeting of Cycle 2)

Day : Saturday

Date : May 13th, 2015

Time : 10.24 a.m.

R : Researcher

S01 : Adi Setiawan

R	:	Hi Adi.
S01	:	Ya.
R	:	Adi, menurutmu gimana aktivitas hari ini?
S01	:	Ya lumayan.
R	:	Lumayan gimana? Lumayan enak atau lumayan enggak enak?
S01	:	Ya lumayan enak.
R	:	Kalau sama finding words sama role play enak mana?
S01	:	Enak ini, soale kayak main teka teki silang.
R	:	Terus terus?
S01	:	Teksnya juga enak yang ini.
R	:	Oh lebih mudah di pahami yang My mother ya?
S01	:	Iya.
R	:	Kalau misal kamu di suruh mendeskripsikan orang-orang terdekat kamu seperti ayah, ibu kayak yang di teks My mother tadi bisa enggak?
S01	:	Bisa asal enggak terlalu panjang.
R	:	Oh gitu,berarti siap ya untuk ulangan besok tentang descriptive text.
S01	:	Hehehe, semoga siap.
R	:	Adi, menurut kamu apakah pembelajaran bahasa Inggris kita selama ini yang menggunakan teknik Silent Card Shuffle bisa meningkatkan kemampuan membaca kamu?
S01	:	Iya, meningkat pastinya.
R	:	Berarti dengan adanya Silent Card Shuffle sangat membantu proses pemahaman reading kamu ya?
S01	:	Ya, sangat membantu, jadi semangat belajar bahasa Inggris soalnya di setiap pertemuan kegiatannya beda-beda.
R	:	Makasih waktunya ya Adi.
S01	:	Ya mbak.

Interview 27 (with the student after the third meeting of Cycle 2)

Day : Saturday
 Date : May 13th, 2015
 Time : 10.26 a.m.
 R : Researcher
 S12 : Celuin Mega Putri

R	:	Mega, aku mau nanya. Menurutmu gimana penerapan Silent Card Shuffle kemarin, menyenangkan atau nggak?
S12	:	Menurut saya, metode pembelajaran dari Mbak Anis itu cukup berkesan.
R	:	Apanya yang berkesan bagimu?
S12	:	Karena cara mengajarnya mengandalkan trik modern.
R	:	Modern gimana?
S12	:	Kalau dulu kan metode guru hanya cukup belajar disertai ulangan tapi kalau Mbak Anis kan ada trik.
R	:	Trik apa?
S12	:	Ya trik itu, macem gamesnya. Tapi tetep belajar gitulah Mbak.
R	:	Kalau kamu lebih suka pelajaran biasa itu atau pelajaran yang pakai Silent Card Shuffle?
S12	:	Saya senang memakai metode yang Mbak Anis ajarkan. Semoga besok kalau Mbak Anis jadi guru terapkanlah metode ini.
R	:	InsyaAllah. Ada masukan untuk kegiatan kemarin?
S12	:	Sudah Mbak. Tapi saya ada pertanyaan untuk Mbak?
R	:	Apa Mega?
S12	:	Menurut Mbak apakah ada perkembangan daripada siswa yang Anda terapkan dengan metode Silent Card Shuffle?
R	:	Oo jelas ada. Dari segi partisipasi, terus di kerja kelompok, kalian bisa menjalin hubungan sosial dengan teman lain, membangun kerjasama. Dari segi kemampuan membaca menurutku juga ada. Otomatis vocabulary atau kosakata kan bertambah setelah pakai Silent Card Shuffle itu. Ada lagi pertanyaan yang lain?
S12	:	Udah Mbak.
R	:	Oke, makasih Mega.

APPENDIX F

OBSERVATION CHECKLISTS

OBSERVATION CHECKLIST
Teaching and Learning Activities

The Second Meeting of Cycle 1

Date : April 22th, 2015

Class : VII J

Time : 8.35 am- 9.55 am

Observer : Drs Mujiraharja

NO	TEACHER'S ACTIVITIES	YES	NO	NOTES
	A. Pre-teaching			
1.	The researcher greets the students.	√		
2.	The researcher checks the students' attendance	√		
3.	The researcher outlines the lesson.	√		
4.	The researcher explains the goal of the lesson.	√		
5.	The researcher explains the steps of the lesson.	√		
	B. Whilst-teaching			
	Silent Card Classification			
6.	The researcher shows some sets of cards	√		
7.	The researcher divides the students into some groups (each group consists of 4-5 students).	√		
8.	The researcher distributes a set of cards for each group.	√		
9.	The researcher asks the students to match the cards without talking to each other.	√		
	Challenge, Justify, and Refine			
10.	The researcher asks the students to discuss their card orders	√		
11.	The researcher lets the students to change their card orders	√		
	Circle and Observe			
12.	The researcher asks the	√		

	students to visit other groups.			
13.	The researcher asks one student to stay in his/her group as the representative.	√		
14.	The researcher lets the students to discuss and ask questions but without any changes to their card orders.	√		
	Return and Refine			
15.	The researcher asks the students to come back to their groups.	√		
16.	The researcher lets the students to make changes to their card orders.	√		
17.	The researcher monitors the students during the activities.	√		
	Teacher Debriefing			
18.	The researcher explains the correct orders of the cards.	√		Give a chance the students to say which one is right.
19.	The researcher gives a whole description text.	√		Make sure all students pay attention to your explanation.
20.	The researcher gives exercises related to the text.	√		Give a chance the students to write in the book.
21.	The researcher discusses the answers with the students	√		Give the instruction clearly and ask the students know or not with your instruction.
	C. Post-teaching			
22.	The researcher summarizes the lesson.	√		
23.	The researcher gives reward and motivation	√		
24.	The researcher says goodbye.	√		

NO	STUDENTS' ACTIVITIES	YES	NO	NOTES
	A. Pre-teaching			
1.	The students respond to the greeting.	√		
2.	The students pay attention on the explanation.	√		
	B. Whilst-teaching			
	Silent Card Classification			
3.	The students divide themselves into some groups.		√	Some students get difficulties in making the groups
4.	Each group gets a set of cards.	√		
5.	The students match the cards into the correct orders	√		
6.	The students work silently without talking.	√		
	Challenge, Justify, and Refine			
7.	The students discuss their card orders with the other students in their group.	√		
8.	The students change their card orders.	√		
	Circle and Observe			
9.	The students visit other groups.	√		
10.	The students observe the other groups.	√		
11.	One student stays in his/her own group as the group representative.	√		
12.	The students ask question to the other groups about their card orders.	√		
13.	The students may not change their card orders.	√		
	Return and Refine			
14.	The students come back to their groups.	√		
15.	The students change their card orders.	√		
	Teacher Debriefing			
16.	The students pay attention to the teacher's	√		

	explanation.			
17.	The students read the descriptive text carefully.	√		
18.	The students do the exercises.	√		
19.	The students discuss the answers with the teacher.	√		
20.	The students ask questions if they do not understand.	√		
	C. Post-teaching			
21.	The students reflect the learning.	√		

The Third Meeting of Cycle 1

Date : April 23th, 2015

Class : VII J

Time : 11.45 am- 1.05 pm

Observer : Dwi Yunitasari

NO	TEACHER'S ACTIVITIES	YES	NO	NOTES
	A. Pre-teaching			
1.	The researcher greets the students.	√		
2.	The researcher checks the students' attendance	√		
3.	The researcher outlines the lesson.	√		
4.	The researcher explains the goal of the lesson.	√		
5.	The researcher explains the steps of the lesson.	√		
	B. Whilst-teaching			
	Silent Card Classification			
6.	The researcher shows some sets of cards	√		
7.	The researcher divides the students into some groups (each group consists of 4-5 students).	√		
8.	The researcher distributes a set of cards for each group.	√		
9.	The researcher asks the students to match the cards without talking to	√		

	each other.			
	Challenge, Justify, and Refine			
10.	The researcher asks the students to discuss their card orders	√		
11.	The researcher lets the students to change their card orders	√		
	Circle and Observe			
12.	The researcher asks the students to visit other groups.	√		
13.	The researcher asks one student to stay in his/her group as the representative.	√		
14.	The researcher lets the students to discuss and ask questions but without any changes to their card orders.	√		
	Return and Refine			
15.	The researcher asks the students to come back to their groups.	√		
16.	The researcher lets the students to make changes to their card orders.	√		
17.	The researcher monitors the students during the activities.	√		
	Teacher Debriefing			
18.	The researcher explains the correct orders of the cards.	√		
19.	The researcher gives a whole descriptive text.	√		
20.	The researcher gives exercises related to the text.	√		
21.	The researcher discusses the answers with the students	√		
	C. Post-teaching			
22.	The researcher	√		

	summarizes the lesson.			
23.	The researcher gives reward and motivation	√		
24.	The researcher says goodbye.	√		

NO	STUDENTS' ACTIVITIES	YES	NO	NOTES
	A. Pre-teaching			
1.	The students respond to the greeting.	√		
2.	The students pay attention on the explanation.	√		
	B. Whilst-teaching			
	Silent Card Classification			
3.	The students divide themselves into some groups.		√	Some students get difficulties in making the groups
4.	Each group gets a set of cards.	√		
5.	The students match the cards into the correct orders	√		
6.	The students work silently without talking.	√		
	Challenge, Justify, and Refine			
7.	The students discuss their card orders with the other students in their group.	√		
8.	The students change their card orders.	√		
	Circle and Observe			
9.	The students visit other groups.	√		
10.	The students observe the other groups.	√		
11.	One student stays in his/her own group as the group representative.	√		
12.	The students ask question to the other groups about their card orders.	√		
13.	The students may not change their card orders.	√		

	Return and Refine			
14.	The students come back to their groups.	√		
15.	The students change their card orders.	√		
	Teacher Debriefing			
16.	The students pay attention to the teacher's explanation.	√		
17.	The students read the descriptive text carefully.	√		
18.	The students do the exercises.	√		
19.	The students discuss the answers with the teacher.	√		
20.	The students ask questions if they do not understand.	√		
	C. Post-teaching			
21.	The students reflect the learning.	√		

The First Meeting of Cycle 2

Date : April 29th, 2015

Class : VII J

Time : 8.35 am- 9.55 am

Observer : Drs Mujiraharja

NO	TEACHER'S ACTIVITIES	YES	NO	NOTES
	A. Pre-teaching			
1.	The researcher greets the students.	√		
2.	The researcher checks the students' attendance	√		
3.	The researcher outlines the lesson.	√		
4.	The researcher explains the goal of the lesson.	√		
5.	The researcher explains the steps of the lesson.	√		
	B. Whilst-teaching			
	Silent Card Classification			
6.	The researcher shows some sets of cards	√		
7.	The researcher divides the students into some	√		

	groups (each group consists of 4-5 students).			
8.	The researcher distributes a set of cards for each group.	√		
9.	The researcher asks the students to match the cards without talking to each other.	√		
	Challenge, Justify, and Refine			
10.	The researcher asks the students to discuss their card orders	√		
11.	The researcher lets the students to change their card orders	√		
	Circle and Observe			
12.	The researcher asks the students to visit other groups.	√		
13.	The researcher asks one student to stay in his/her group as the representative.	√		
14.	The researcher lets the students to discuss and ask questions but without any changes to their card orders.	√		
	Return and Refine			
15.	The researcher asks the students to come back to their groups.	√		
16.	The researcher lets the students to make changes to their card orders.	√		
17.	The researcher monitors the students during the activities.	√		
	Teacher Debriefing			
18.	The researcher explains the correct orders of the cards.	√		
19.	The researcher gives a whole description text.	√		

20.	The researcher gives exercises related to the text.	√		
21.	The researcher discusses the answers with the students	√		
C. Post-teaching				
22.	The researcher summarizes the lesson.	√		
23.	The researcher gives reward and motivation	√		
24.	The researcher says goodbye.	√		

NO	STUDENTS' ACTIVITIES	YES	NO	NOTES
A. Pre-teaching				
1.	The students respond to the greeting.	√		
2.	The students pay attention on the explanation.	√		
B. Whilst-teaching				
Silent Card Classification				
3.	The students divide themselves into some groups.		√	Some students get difficulties in making the groups
4.	Each group gets a set of cards.	√		
5.	The students match the cards into the correct orders	√		
6.	The students work silently without talking.	√		
Challenge, Justify, and Refine				
7.	The students discuss their card orders with the other students in their group.	√		
8.	The students change their card orders.	√		
Circle and Observe				
9.	The students visit other groups.	√		
10.	The students observe the other groups.	√		

11.	One student stays in his/her own group as the group representative.	√		
12.	The students ask question to the other groups about their card orders.	√		
13.	The students may not change their card orders.	√		
	Return and Refine			
14.	The students come back to their groups.	√		
15.	The students change their card orders.	√		
	Teacher Debriefing			
16.	The students pay attention to the teacher's explanation.	√		
17.	The students read the descriptive text carefully.	√		
18.	The students do the exercises.	√		
19.	The students discuss the answers with the teacher.	√		
20.	The students ask questions if they do not understand.	√		
	C. Post-teaching			
21.	The students reflect the learning.	√		

The Second Meeting of Cycle 2

Date : April 30th, 2015

Class : VII J

Time : 11.45 am- 1.05 pm

Observer : Drs Mujiraharja

NO	TEACHER'S ACTIVITIES	YES	NO	NOTES
	A. Pre-teaching			
1.	The researcher greets the students.	√		
2.	The researcher checks the students' attendance	√		
3.	The researcher outlines the lesson.	√		
4.	The researcher explains the goal of the lesson.	√		
5.	The researcher explains	√		

	the steps of the lesson.			
	B. Whilst-teaching			
	Silent Card Classification			
6.	The researcher shows some sets of cards	√		
7.	The researcher divides the students into some groups (each group consists of 4-5 students).	√		
8.	The researcher distributes a set of cards for each group.	√		
9.	The researcher asks the students to match the cards without talking to each other.	√		
	Challenge, Justify, and Refine			
10.	The researcher asks the students to discuss their card orders	√		
11.	The researcher lets the students to change their card orders	√		
	Circle and Observe			
12.	The researcher asks the students to visit other groups.	√		
13.	The researcher asks one student to stay in his/her group as the representative.	√		
14.	The researcher lets the students to discuss and ask questions but without any changes to their card orders.	√		
	Return and Refine			
15.	The researcher asks the students to come back to their groups.	√		
16.	The researcher lets the students to make changes to their card orders.	√		
17.	The researcher monitors the students during the	√		

	activities.			
	Teacher Debriefing			
18.	The researcher explains the correct orders of the cards.	√		
19.	The researcher gives a whole description text.	√		
20.	The researcher gives exercises related to the text.	√		
21.	The researcher discusses the answers with the students	√		
	C. Post-teaching			
22.	The researcher summarizes the lesson.	√		
23.	The researcher gives reward and motivation	√		
24.	The researcher says goodbye.	√		

NO	STUDENTS' ACTIVITIES	YES	NO	NOTES
	A. Pre-teaching			
1.	The students respond to the greeting.	√		
2.	The students pay attention on the explanation.	√		
	B. Whilst-teaching			
	Silent Card Classification	√		
3.	The students divide themselves into some groups.		√	Some students get difficulties in making the groups
4.	Each group gets a set of cards.	√		
5.	The students match the cards into the correct orders	√		
6.	The students work silently without talking.	√		
	Challenge, Justify, and Refine			
7.	The students discuss their card orders with the other	√		

	students in their group.			
8.	The students change their card orders.	√		
	Circle and Observe			
9.	The students visit other groups.	√		
10.	The students observe the other groups.	√		
11.	One student stays in his/her own group as the group representative.	√		
12.	The students ask question to the other groups about their card orders.	√		
13.	The students may not change their card orders.	√		
	Return and Refine			
14.	The students come back to their groups.	√		
15.	The students change their card orders.	√		
	Teacher Debriefing			
16.	The students pay attention to the teacher's explanation.	√		
17.	The students read the narrative text carefully.	√		
18.	The students do the exercises.	√		
19.	The students discuss the answers with the teacher.	√		
20.	The students ask questions if they do not understand.	√		
	C. Post-teaching			
21.	The students reflect the learning.	√		

The Third Meeting of Cycle 2

Date : May 13th, 2015

Class : VII J

Time : 8.35 am- 9.55 am

Observer : Drs Mujiraharja

NO	TEACHER'S ACTIVITIES	YES	NO	NOTES
	A. Pre-teaching			
1.	The researcher greets the	√		

	students.			
2.	The researcher checks the students' attendance	√		
3.	The researcher outlines the lesson.	√		
4.	The researcher explains the goal of the lesson.	√		
5.	The researcher explains the steps of the lesson.	√		
	B. Whilst-teaching			
	Silent Card Classification			
6.	The researcher shows some sets of cards	√		
7.	The researcher divides the students into some groups (each group consists of 4-5 students).	√		
8.	The researcher distributes a set of cards for each group.	√		
9.	The researcher asks the students to match the cards without talking to each other.	√		
	Challenge, Justify, and Refine			
10.	The researcher asks the students to discuss their card orders	√		
11.	The researcher lets the students to change their card orders	√		
	Circle and Observe			
12.	The researcher asks the students to visit other groups.	√		
13.	The researcher asks one student to stay in his/her group as the representative.	√		
14.	The researcher lets the students to discuss and ask questions but without any changes to their card orders.	√		
	Return and Refine			
15.	The researcher asks the	√		

	students to come back to their groups.			
16.	The researcher lets the students to make changes to their card orders.	√		
17.	The researcher monitors the students during the activities.	√		
	Teacher Debriefing			
18.	The researcher explains the correct orders of the cards.	√		
19.	The researcher gives a whole descriptive text.	√		
20.	The researcher gives exercises related to the text.	√		
21.	The researcher discusses the answers with the students	√		
	C. Post-teaching			
22.	The researcher summarizes the lesson.	√		
23.	The researcher gives reward and motivation	√		
24.	The researcher says goodbye.	√		

NO	STUDENTS' ACTIVITIES	YES	NO	NOTES
	A. Pre-teaching			
1.	The students respond to the greeting.	√		
2.	The students pay attention on the explanation.	√		
	B. Whilst-teaching			
	Silent Card Classification			
3.	The students divide themselves into some groups.		√	Some students get difficulties in making the groups

4.	Each group gets a set of cards.	√		
5.	The students match the cards into the correct orders	√		
6.	The students work silently without talking.	√		
	Challenge, Justify, and Refine			
7.	The students discuss their card orders with the other students in their group.	√		
8.	The students change their card orders.	√		
	Circle and Observe			
9.	The students visit other groups.	√		
10.	The students observe the other groups.	√		
11.	One student stays in his/her own group as the group representative.	√		
12.	The students ask question to the other groups about their card orders.	√		
13.	The students may not change their card orders.	√		
	Return and Refine			
14.	The students come back to their groups.	√		
15.	The students change their card orders.	√		
	Teacher Debriefing			
16.	The students pay attention to the teacher's explanation.	√		
17.	The students read the descriptive text carefully.	√		
18.	The students do the exercises.	√		
19.	The students discuss the answers with the teacher.	√		
20.	The students ask questions if they do not understand.	√		
	C. Post-teaching			
21.	The students reflect the learning.	√		

APPENDIX G
STUDENTS' PRETEST AND POST TEST
SCORES

READING PRE-TEST AND POST-TEST SCORES OF CLASS VII J

No.	Name	Pre-test's Score	Post-test's Score
1.	Adi Setiawan	67,5	80
2.	Adila Dewi Saputri	62,5	77,5
3.	Ahmad Bustomy	70	75
4.	Akbaartu Adzim Safi'i	42,5	55
5.	Alif Syafaat I	47,5	72,5
6.	Angga Yuniarto	70	80
7.	Anggita Yossi Pradana P	77,5	87,5
8.	Anisah Karim Nur Hanifah	52.5	75
9.	Annaza Putri Tarisha	75	80
10.	Annisa Ramadhani	57,5	77,5
11.	Bayu Adji Pamungkas	55	75
12.	Celuin Mega Putri	50	70
13.	Devanno	77,5	82,5
14.	Dianarianto	70	85
15.	Dimas Taufik Hidayat	27,5	65
16.	Fanesa Cristi Herliani	70	77,5
17.	Ferry Winanto	70	80
18.	Gagries Galih W	77,5	85
19.	Hanifah Maharani	67,5	80
20.	Fransiskus Krisna M	50	70
21.	Lely Nur Raffi	60	75
22.	Leoni Rizki P	62,5	77,5
23.	Lola Cornelia	52,5	70
24.	Maria Wina Oktaviana	67,5	80
25.	Putri Nur Avivah	70	80
26.	Raffi Apyrandi	60	75

27.	Ridwan Dzakwan H	67,5	72,5
28.	Rio Ferdinan	72,5	82,5
29.	Rohana Aprilia	65	72,5
30.	Safira Dewi	55	70
31.	Tarisa Puspita	75	82,5
32.	Trahara Eksa V	52,5	75
33.	Zhio Priandyca Mahendra P	72,5	80
Mean		62,7	76,4

APPENDIX H
TEACHING'S SCHEDULE

Teaching's Schedule

Sekolah : SMPN 15 Yogyakarta
 Mata Pelajaran : Bahasa Inggris
 Kelas : VII J
 Semester : II / Genap
 Tahun Pelajaran : 2015 / 2016

No	Hari / Tanggal	Kelas	Jam pelajaran ke	Jumlah Jam Pelajaran	Nama Siswa	Materi
1.	Rabu / 15 April 2015	7J	3-4	2 jam	1. Dianarianto 2. Dimas Taufik Hidayat 3. Gagries Galih W 4. Leoni Rizki P 5. Maria Wina Oktaviana	✓ Introducing descriptive text ✓ Introducing Silent Card Shuffle Strategies
2.	Rabu / 22 April 2015	7J	3-4	2 jam	1. Lola Cornelia 2. Rohana Aprilia	Describing things around us “ Risa’s house ”
3.	Kamis / 23 April 2015	7J	7-8	2 jam	1. Gagries Galih W 2. Leoni Rizki P 3. Lola Cornelia 4. Putri Nur Avivah 5. Rohana Aprilia	Describing things around us “ Sinta’s bedroom”
4.	Rabu / 29 April 2015	7J	3-4	2 jam	-	Describing animal “ My Cat”
5.	Kamis / 30 April 2015	7J	7-8	2 jam	-	Describing actor “ Doraemon “
6.	Rabu/ 13 Mei 2015	7E	3-4	2 jam	-	Describing someone “ My Mother”

Mengetahui,

Guru Pamong

Mahasiswa

Drs. Mujiraharja
 NIP. 1965 0526 1998 021 004

Anis Fihayati
 NIM. 11202241018

APPENDIX I
STUDENTS' OBSERVATION SCORES

Before Implementation

INSTRUMEN PENILAIAN SIKAP SPIRITUAL (LEMBAR OBSERVASI)

A. Petunjuk Umum

1. Instrumen penilaian sikap spiritual ini berupa Lembar Observasi.
2. Instrumen ini diisi oleh guru yang mengajar peserta didik yang dinilai.

B. Petunjuk Pengisian

Berdasarkan pengamatan Anda selama dua minggu terakhir, nilailah sikap setiap peserta didik Anda dengan memberi skor 4, 3, 2, atau 1 pada *Lembar Observasi* dengan ketentuan sebagai berikut:

4 = apabila SELALU melakukan perilaku yang diamati

3 = apabila SERING melakukan perilaku yang diamati

2 = apabila KADANG-KADANG melakukan perilaku yang diamati.

1 = apabila TIDAK PERNAH melakukan perilaku yang diamati.

C. Lembar Observasi

LEMBAR OBSERVASI

Kelas : 7J

Semester : II

Tahun Pelajaran : 2015 / 2016

Periode Pengamatan : Tanggal 15 April 2015 s.d. 13 Mei 2015

Butir Nilai : Bersyukur

Indikator Sikap :

1. Bersemangat dalam melaksanakan setiap pada pembelajaran Bahasa Inggris.
2. Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.

No.	No Induk	Nama	Skor Indikator Sikap Spiritual (1-4)		Jumlah Perolehan Skor	Skor Akhir	NILAI
			Semangat	Serius			
1	5864	Adi Setiawan	1	1	2	1	KURANG
2	5865	Adila Dewi Saputri	2	2	4	2	CUKUP
3	5866	Ahmad Bustomy	2	1	3	1,5	CUKUP
4	5867	Akbaartu Adzim Safi'i	3	3	6	3	BAIK
5	5868	Alif Syafaat I	2	1	3	1,5	CUKUP
6	5869	Angga Yuniarto	3	2	5	2,5	BAIK
7	5870	Anggita Yossi Pradana P	1	1	2	1	KURANG
8	5871	Anisah Karim Nur Hanifah	1	1	2	1	KURANG

9	5872	Annaza Putri Tarisha	4	4	8	4	SANGAT BAIK
10	5873	Annisa Ramadhani	3	2	5	2,5	BAIK
11	5874	Bayu Adji Pamungkas	3	3	6	3	BAIK
12	5875	Celuin Mega Putri	4	3	7	3,5	SANGAT BAIK
13	5876	Devanno	1	1	2	1	KURANG
14	5877	Dianarianto	3	3	6	3	BAIK
15	5878	Dimas Taufik Hidayat	3	2	5	2,5	BAIK
16	5879	Fanesa Cristi Herliani	3	3	6	3	BAIK
17	5880	Ferry Winanto	1	1	2	1	KURANG
18	5881	Gagries Galih W	2	1	3	1,5	CUKUP
19	5882	Hanifah Maharani	3	3	6	3	BAIK
20	5883	Fransiskus Krisna M	3	3	6	3	BAIK
21	5884	Lely Nur Raffi	2	2	4	2	CUKUP
22	5885	Leoni Rizki P	2	1	3	1,5	CUKUP
23	5886	Lola Cornelia	3	2	5	2,5	BAIK
24	5887	Maria Wina Oktaviana	3	2	5	2,5	BAIK
25	5888	Putri Nur Avivah	3	3	6	3	BAIK
26	5889	Raffi Apryandi	2	1	3	1,5	CUKUP
27	5890	Ridwan Dzakwan H	2	1	3	1,5	CUKUP
28	5891	Rio Ferdinan	3	2	5	2,5	BAIK
29	5892	Rohana Aprilia	4	4	8	4	SANGAT BAIK
30	5893	Safira Dewi	2	1	3	1,5	CUKUP
31	5894	Tarisa Puspita	3	3	6	3	BAIK
32	5895	Trahara Eksa V	2	2	4	2	CUKUP
33	5896	Zhio Priandya Mahendra P	2	1	3	1,5	CUKUP

Mengetahui,

Guru Pamong

Mahasiswa

Drs. Mujiraharja
NIP. 1965 0526 1998 021 004

Anis Fihayati
NIM. 11202241018

**INSTRUMEN PENILAIAN SIKAP SPIRITUAL
(LEMBAR OBSERVASI)**

A. Petunjuk Umum

1. Instrumen penilaian sikap spiritual ini berupa Lembar Observasi.
2. Instrumen ini diisi oleh guru yang mengajar peserta didik yang dinilai.

B. Petunjuk Pengisian

Berdasarkan pengamatan Anda selama dua minggu terakhir, nilailah sikap setiap peserta didik Anda dengan memberi skor 4, 3, 2, atau 1 pada *Lembar Observasi* dengan ketentuan sebagai berikut:

- 4 = apabila SELALU melakukan perilaku yang diamati
 3 = apabila SERING melakukan perilaku yang diamati
 2 = apabila KADANG-KADANG melakukan perilaku yang diamati.
 1 = apabila TIDAK PERNAH melakukan perilaku yang diamati.

C. Lembar Observasi

LEMBAR OBSERVASI

Kelas : 7J
 Semester : II
 Tahun Pelajaran : 2015 / 2016
 Periode Pengamatan : Tanggal 15 April 2015 s.d. 13 Mei 2015
 Butir Nilai : Bersyukur
 Indikator Sikap :

1. Bersemangat dalam melaksanakan setiap pada pembelajaran Bahasa Inggris.
2. Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.

No.	No Induk	Nama	Skor Indikator Sikap Spiritual (1-4)		Jumlah Perolehan Skor	Skor Akhir	NILAI
			Semangat	Serius			
1	5864	Adi Setiawan	2	3	5	2,5	BAIK
2	5865	Adila Dewi Saputri	3	3	6	3	BAIK
3	5866	Ahmad Bustomy	3	2	5	2,5	BAIK
4	5867	Akbaartu Adzim Safi'i	4	4	8	4	SANGAT BAIK
5	5868	Alif Syafaat I	3	4	7	3,5	SANGAT BAIK
6	5869	Angga Yuniarto	3	2	5	2,5	BAIK
7	5870	Anggita Yossi Pradana P	2	3	5	2,5	BAIK
8	5871	Anisah Karim Nur Hanifah	3	3	6	3	BAIK

9	5872	Annaza Putri Tarisha	4	4	8	4	SANGAT BAIK
10	5873	Annisa Ramadhani	3	2	5	2,5	BAIK
11	5874	Bayu Adji Pamungkas	4	4	8	4	SANGAT BAIK
12	5875	Celuin Mega Putri	4	3	7	3,5	SANGAT BAIK
13	5876	Devanno	4	4	8	4	SANGAT BAIK
14	5877	Dianarianto	3	3	6	3	BAIK
15	5878	Dimas Taufik Hidayat	4	4	8	4	SANGAT BAIK
16	5879	Fanesa Cristi Herliani	3	3	6	3	BAIK
17	5880	Ferry Winanto	3	3	6	3	BAIK
18	5881	Gagries Galih W	4	4	8	4	SANGAT BAIK
19	5882	Hanifah Maharani	3	4	7	3,5	SANGAT BAIK
20	5883	Fransiskus Krisna M	3	3	6	3	BAIK
21	5884	Lely Nur Raffi	3	3	6	3	BAIK
22	5885	Leoni Rizki P	3	2	5	2,5	BAIK
23	5886	Lola Cornelia	3	2	5	2,5	BAIK
24	5887	Maria Wina Oktaviana	4	4	8	4	SANGAT BAIK
25	5888	Putri Nur Avivah	3	3	6	3	BAIK
26	5889	Raffi Apryandi	3	2	5	2,5	BAIK
27	5890	Ridwan Dzakwan H	3	3	6	3	BAIK
28	5891	Rio Ferdinan	3	4	7	3,5	SANGAT BAIK
29	5892	Rohana Aprilia	4	4	8	4	SANGAT BAIK
30	5893	Safira Dewi	3	3	6	3	BAIK
31	5894	Tarisa Puspita	3	3	6	3	BAIK
32	5895	Trahara Eksa V	3	3	6	3	BAIK
33	5896	Zhio Priandya Mahendra P	3	3	6	3	BAIK

Mengetahui,

Guru Pamong

Mahasiswa

Drs. Mujiraharja
NIP. 1965 0526 1998 021 004

Anis Fihayati
NIM. 11202241018

INSTRUMEN PENILAIAN KI-1 (SIKAP SPIRITUAL)

LEMBAR PENILAIAN DIRI

A. Petunjuk Umum

1. Instrumen penilaian sikap spiritual berupa Lembar Penilaian diri.
2. Instrumen ini diisi oleh PESERTA DIDIK untuk menilai dirinya sendiri.

B. Petunjuk Pengisian

1. Berdasarkan perilaku kalian selama dua minggu terakhir, nilailah sikap diri kalian sendiri dengan memberi tanda centang (✓) pada kolom skor 4, 3, 2, atau 1 pada *Lembar Penilaian Diri* dengan ketentuan sebagai berikut:

- 4 = apabila SELALU melakukan perilaku yang diamati
- 3 = apabila SERING melakukan perilaku yang diamati
- 2 = apabila KADANG-KADANG melakukan perilaku yang diamati.
- 1 = apabila TIDAK PERNAH melakukan perilaku yang diamati.

2. Kolom **SKOR AKHIR** dan **KETUNTASAN** diisi oleh guru.

C. Lembar Penilaian Diri

LEMBAR PENILAIAN DIRI

Kelas : 7J
Semester : II
Tahun Pelajaran : 2015 / 2016
Periode Pengamatan : Tanggal 15 April 2015 s.d. 13 Mei 2015
Butir Nilai : Bersyukur
Indikator Sikap :

1. Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.
2. Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.

No.	No Induk	Nama	Skor Indikator Sikap Spiritual (1-4)		Jumlah Perolehan Skor	Skor Akhir	NILAI
			Bersemangat	Serius			
1	5864	Adi Setiawan	4	3	7	3,5	Sangat Baik
2	5865	Adila Dewi Saputri	3	3	6	3	Baik

3	5866	Ahmad Bustomy	2	2	4	2	Cukup
4	5867	Akbaartu Adzim Safi'i	4	4	8	4	Sangat Baik
5	5868	Alif Syafaat I	4	4	8	4	Sangat Baik
6	5869	Angga Yuniarto	2	2	4	2	Cukup
7	5870	Anggita Yossi Pradana P	3	3	6	3	Baik
8	5871	Anisah Karim Nur H	4	4	8	4	Sangat Baik
9	5872	Annaza Putri Tarisha	4	4	8	4	Sangat Baik
10	5873	Annisa Ramadhani	3	3	6	3	Baik
11	5874	Bayu Adji Pamungkas	4	4	8	4	Sangat Baik
12	5875	Celuin Mega Putri	3	3	6	3	Baik
13	5876	Devanno	3	3	6	3	Baik
14	5877	Dianarianto	4	3	7	3,5	Sangat Baik
15	5878	Dimas Taufik Hidayat	4	3	7	3,5	Sangat Baik
16	5879	Fanesa Cristi Herliani	4	3	7	3,5	Sangat Baik
17	5880	Ferry Winanto	3	2	5	2,5	Baik
18	5881	Gagries Galih W	3	3	6	3	Baik
19	5882	Hanifah Maharani	3	3	6	3	Baik
20	5883	Fransiskus Krisna M	4	4	8	4	Sangat Baik
21	5884	Lely Nur Raffi	2	2	4	2	Cukup
22	5885	Leoni Rizki P	3	4	7	3,5	Sangat Baik
23	5886	Lola Cornelia	2	2	4	2	Cukup
24	5887	Maria Wina Oktaviana	4	3	7	3,5	Sangat Baik
25	5888	Putri Nur Avivah	4	4	8	4	Sangat Baik
26	5889	Raffi Apryandi	4	2	6	3	Baik
27	5890	Ridwan Dzakwan H	3	4	7	3,5	Sangat Baik
28	5891	Rio Ferdinan	3	2	5	2,5	Baik
29	5892	Rohana Aprilia	4	4	8	4	Sangat Baik
30	5893	Safira Dewi	3	4	7	3,5	Sangat Baik
31	5894	Tarisa Puspita	2	3	5	2,5	Baik
32	5895	Trahara Eksa V	4	4	8	4	Sangat Baik
33		Zhio Priandycya Mahendra P	2	2	4	2	Cukup

Mengetahui,

Guru Pamong

Praktikan

Drs. Mujiraharja
NIP. 1965 0526 1998 021 004

Anis Fihayati
NIM. 11202241018

APPENDIX J
STUDENTS' SPIRITUAL SCORES

INSTRUMEN PENILAIAN SIKAP SPIRITUAL

A. LEMBAR PENILAIAN DIRI

B. Petunjuk Umum

1. Instrumen penilaian sikap spiritual ini berupa Lembar Observasi.
2. Instrumen ini diisi oleh PESERTA DIDIK untuk menilai dirinya sendiri.

C. Petunjuk Pengisian

Berdasarkan pengamatan Anda selama dua minggu terakhir, nilailah sikap setiap peserta didik Anda dengan memberi skor 4, 3, 2, atau 1 pada *Lembar Observasi* dengan ketentuan sebagai berikut:

- 4 = apabila SELALU melakukan perilaku yang diamati
 3 = apabila SERING melakukan perilaku yang diamati
 2 = apabila KADANG-KADANG melakukan perilaku yang diamati.
 1 = apabila TIDAK PERNAH melakukan perilaku yang diamati.

D. Lembar Observasi

LEMBAR OBSERVASI

Kelas : 7J
 Semester : II
 Tahun Pelajaran : 2015 / 2016
 Periode Pengamatan : Tanggal 18 Maret dan 01 April 2015
 Butir Nilai : Bersyukur
 Indikator Sikap :

1. Bersemangat dalam melaksanakan setiap pada pembelajaran Bahasa Inggris.
2. Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.

No.	No Induk	Nama	Skor Indikator Sikap Spiritual (1-4)		Jumlah Perolehan Skor	Skor Akhir	NILAI
			Semangat	Serius			
1	5864	Adi Setiawan	1	1	2	1	KURANG
2	5865	Adila Dewi Saputri	3	3	6	3	BAIK
3	5866	Ahmad Bustomy	2	2	4	2	CUKUP
4	5867	Akbaartu Adzim Safi'i	3	3	6	3	BAIK
5	5868	Alif Syafaat I	1	2	3	1,5	CUKUP
6	5869	Angga Yuniarto	2	2	4	2	CUKUP
7	5870	Anggita Yossi Pradana P	1	2	3	1,5	CUKUP
8	5871	Anisah Karim Nur Hanifah	3	3	6	3	BAIK

9	5872	Annaza Putri Tarisha	4	4	8	4	SANGAT BAIK
10	5873	Annisa Ramadhani	3	2	5	2,5	BAIK
11	5874	Bayu Adji Pamungkas	1	2	3	1,5	CUKUP
12	5875	Celuin Mega Putri	4	3	7	3,5	SANGAT BAIK
13	5876	Devanno	1	1	2	1	KURANG
14	5877	Dianarianto	3	3	6	3	BAIK
15	5878	Dimas Taufik Hidayat	1	1	2	1	KURANG
16	5879	Fanesa Cristi Herliani	3	3	6	3	BAIK
17	5880	Ferry Winanto	1	1	2	1	KURANG
18	5881	Gagries Galih W	1	1	2	1	KURANG
19	5882	Hanifah Maharani	3	2	5	2,5	BAIK
20	5883	Fransiskus Krisna M	1	1	2	1	KURANG
21	5884	Lely Nur Raffi	1	1	2	1	KURANG
22	5885	Leoni Rizki P	3	2	5	2,5	BAIK
23	5886	Lola Cornelia	1	1	2	1	KURANG
24	5887	Maria Wina Oktaviana	3	2	5	2,5	BAIK
25	5888	Putri Nur Avivah	3	3	6	3	BAIK
26	5889	Raffi Apryandi	1	1	2	1	KURANG
27	5890	Ridwan Dzakwan H	1	1	2	1	KURANG
28	5891	Rio Ferdinan	3	2	5	2,5	BAIK
29	5892	Rohana Aprilia	4	4	8	4	SANGAT BAIK
30	5893	Safira Dewi	1	1	2	1	KURANG
31	5894	Tarisa Puspita	3	3	6	3	BAIK
32	5895	Trahara Eksa V	1	1	2	1	KURANG
33	5896	Zhio Priandya Mahendra P	1	1	2	1	KURANG

Mengetahui,

Guru Pamong

Mahasiswa

Drs. Mujiraharja
NIP. 1965 0526 1998 021 004

Anis Fihayati
NIM. 11202241018

APPENDIX K
STUDENT ATTENDANCE LIST

STUDENT ATTENDANCE LIST OF CLASS VII J

No	Nama	Meeting							
		Pretest 01	Cycle 1			Cycle 2			Posttest 14
			I 15	II 22	III 23	I 29	II 30	III 13	
1.	Adi Setiawan	√	√	s	√	√	√	√	√
2.	Adila Dewi Saputri	√	√	√	√	√	√	√	√
3.	Ahmad Bustomy	√	√	√	√	√	√	√	√
4.	Akbaartu Adzim Safi'i	√	√	√	√	√	√	√	√
5.	Alif Syafaat I	√	√	√	√	√	√	√	√
6.	Angga Yuniarto	√	√	√	√	√	√	√	√
7.	Anggita Yossi Pradana P	√	√	√	√	√	√	√	√
8.	Anisah Karim Nur Hanifah	√	√	√	√	√	√	√	√
9.	Annaza Putri Tarisha	√	√	√	√	√	√	√	√
10.	Annisa Ramadhani	√	√	√	√	√	√	√	√
11.	Bayu Adji Pamungkas	√	√	√	√	√	√	√	√
12.	Celuin Mega Putri	√	√	√	√	√	√	√	√
13.	Devanno	√	√	√	√	√	√	√	√
14.	Dianariato	√	s	√	√	√	√	√	√
15.	Dimas Taufik Hidayat	√	s	√	√	√	√	√	√
16.	Fanesa Cristi Herliani	√	√	√	√	√	√	√	√
17.	Ferry Winanto	√	√	√	√	√	√	√	√
18.	Gagries Galih W	√	i	√	i	√	√	√	√
19.	Hanifah Maharani	√	√	√	√	√	√	√	√
20.	Fransiskus Krisna M	√	√	√	√	√	√	√	√
21.	Lely Nur Raffi	√	√	√	√	√	√	√	√
22.	Leoni Rizki P	√	i	√	a	√	√	√	√
23.	Lola Cornelia	√	√	s	s	√	√	√	√
24.	Maria Wina Oktaviana	√	i	√	√	√	√	√	√
25.	Putri Nur Avivah	√	√	√	s	√	√	√	√
26.	Raffi Apryandi	√	√	√	√	√	√	√	√
27.	Ridwan Dzakwan H	√	√	√	√	√	√	√	√
28.	Rio Ferdinan	√	√	√	√	√	√	√	√
29.	Rohana Aprilia	√	√	a	a	√	√	√	√
30.	Safira Dewi	√	√	√	√	√	√	√	√
31.	Tarisa Puspita	√	√	√	√	√	√	√	√
32.	Trahara Eksa V	√	√	√	√	√	√	√	√
33.	Zhio Priandycy Mahendra P	√	√	√	√	√	√	√	√

APPENDIX L

PHOTOGRAPHS

PHOTOGRAPHS



The researcher explained
Silent Card Shuffle to the students



The students worked in groups to arrange the cards.



The students stuck their cards on the thick paper.



The Researcher gave a feed back



The researcher distributed the reading comprehension worksheets to the students.

The researcher discussed the answers together with the students.



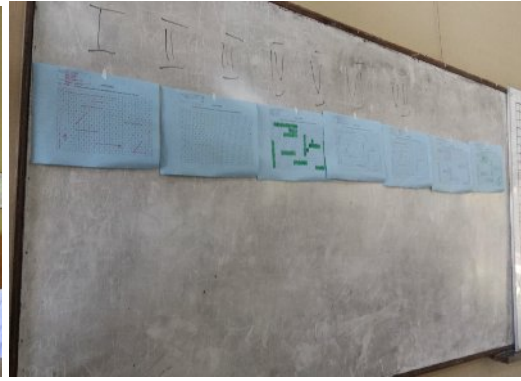
The students did the reading comprehension task



The researcher helped the students who get difficulties.



The students competed in the game.



The students' works stuck on the whiteboard



The researcher gave rewards to the students



The students joined Syno Game



The Students acted out "Who Am I Game



The students did Finding Word Game



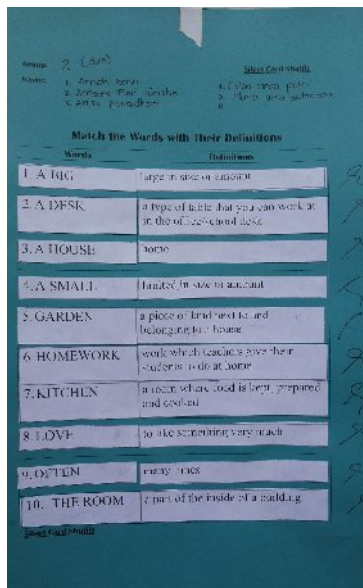
Pre-test Situation



Post test situation



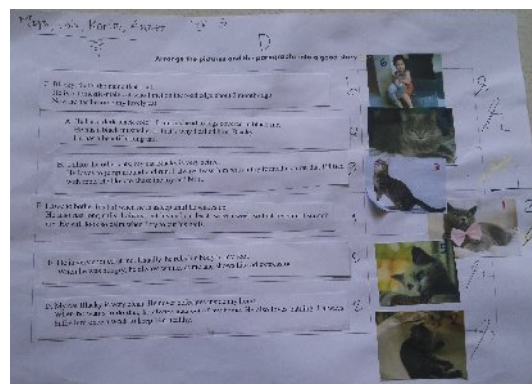
The cards was ready to use



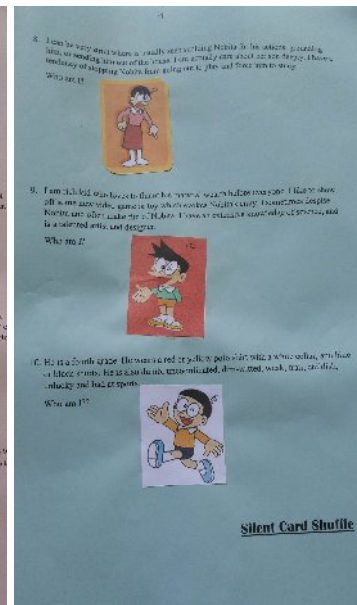
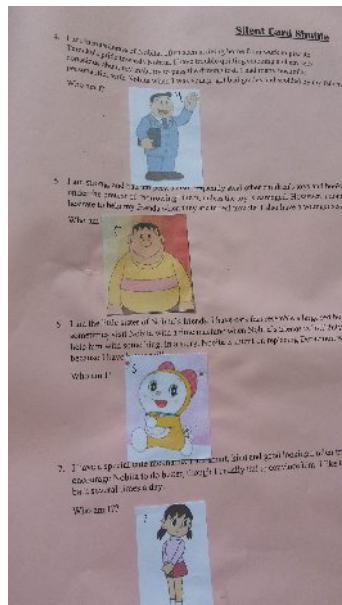
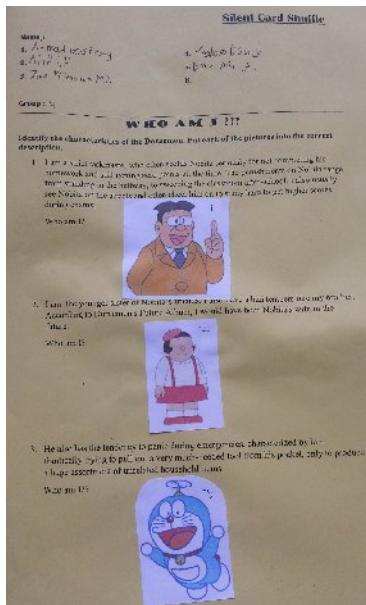
Students' worksheet in the second meeting of Cycle 1



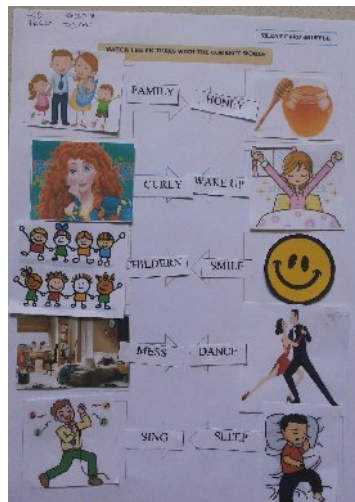
Students' worksheets in the third meeting of Cycle I



Students' worksheet in the first meeting of Cycle II



Students' worksheets in the second meeting of Cycle II



Students' worksheet in the third meeting of Cycle II

APPENDIX M
PERMIT LETTERS

PERMIT LETTER



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Jalan Karangending, Yogyakarta 55221 ☎ (0274) 553863-548207 Fax: (0274) 548207
Url: <http://www.fbs.uny.ac.id/>

Formulir 01
01/01/2014

No. : 0092/UN.54.12/DT/1.7/2013
Lampiran : 1 Berkas Proposal
Tgl : Perolehan Izin Penelitian

Yogyakarta, 17 Februari 2013

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta
c.c. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kepala Bk. Kabupaten/Daerah, Yogyakarta
SSSLS

Sabtu, 16 Februari 2013 dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud melakukan Penelitian untuk memperoleh data guna menyusun Tugas Akhir (TAS)/Tugas Akhir Kary: Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS) dengan judul:

IMPROVING THE TEACHING AND LEARNING PROCESS OF READING BY USING SILENT CARD SHUFFLE STRATEGY (SCSS) FOR THE SEVENTH STUDENTS OF SMPN 15 YOGYAKARTA

Mahasiswa Indonesia (Kata):

Nama :	ANIS EL AYATI
NIM :	11170221018
Program Studi :	pendidikan Bahasa Inggris
Waktu Penelitian :	1 Maret - Mei 2013
Lokasi Penelitian :	1 SMPN 15 Yogyakarta

Setelah dapat terdiksanya masalah tersebut, kami mohon izin dan bantuan seperlunya.

Atas keramahan serta bantuan Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kantor Dekan Pendidikan PBS,

Indun Probo Utami, S.E.
NIP. 19670704 199312 2 001

Terima kasih
Kepada SMPN 15 Yogyakarta



**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814
(Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/REG/V/656/2/2015

Membaca Surat : **KASSUBAG PENDIDIKAN FAKULTAS BAHASA DAN SENI** Nomor : **209E/UN.34.12/DT/II/2015**
Tanggal : **17 FEBRUARI 2015** Perihal : **IJIN PENELITIAN/RISET**

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011, tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Saluran Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIJIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : **ANIS FIAHAYATI** NIP/NIM : **11202241018**
Alamat : **FAKULTAS BAHASA DAN SENI, PENDIDIKAN BAHASA INGGRIS, UNIVERSITAS NEGERI YOGYAKARTA**
Judul : **IMPROVING THE TEACHING AND LEARNING PROCESS OF READING BY USING SILENT CARD SHUFFLE STRATEGY (SCSS) FOR THE SEVENTH STUDENTS OF SMPN 15 YOGYAKARTA IN THE ACADEMIC YEAR OF 2014/2015**
Lokasi : **DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY**
Waktu : **24 FEBRUARI 2015 s/d 24 MEI 2015**

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprov.go.id dan menunjukkan catatan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal **24 FEBRUARI 2015**

A.n Sekretaris Daerah

Asisten Perekonomian dan Pembangunan

Ub.

Kepala Biro Administrasi Pembangunan



Tembusan :

1. GUBERNUR DAERAH ISTIMEWA YOGYAKARTA (SEBAGAI LAPORAN)
2. WALIKOTA YOGYAKARTA C.Q DINAS PERIJINAN KOTA YOGYAKARTA
3. DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY
4. KASSUBAG PENDIDIKAN FAKULTAS BAHASA DAN SENI, UNIVERSITAS NEGERI YOGYAKARTA
5. YANG BERSANGKUTAN



PEMERINTAHAN KOTA YOGYAKARTA

DINAS PERIZINAN

Jl. Kenari No. 56 Yogyakarta 55165 Telepon 514448, 515865, 515865, 515866, 562682

Fax (0274) 555241

E-MAIL : perizinan@jogjakota.go.id

HOTLINE SMS : 081227625000 HOT LINE EMAIL : upik@jogjakota.go.id

WEBSITE : www.perizinan.jogjakota.go.id

SURAT IZIN

NOMOR : 070/0648

1207/34

Membaca Surat : Dari Surat izin/ Rekomendasi dari Gubernur Kota Daerah Istimewa Yogyakarta
Nomor : 070/REG/VI/656/2/2015 Tanggal : 24 Februari 2015

Mengingat : 1. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta;
2. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah;
3. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;
4. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;
5. Peraturan Walikota Yogyakarta Nomor 18 tahun 2011 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;

Dijijinkan Kepada : Nama : ANIS FIIHAYATI
No. Mhs/ NIM : 112202241018
Pekerjaan : Mahasiswa Fak. Bahasa dan Seni - UNY
Alamat : Kampus Karangmalang, Yogyakarta
Penanggungjawab : Siti Sudartini, M.A.
Keperluan : Melakukan Penelitian dengan judul Proposal : IMPROVING THE TEACHING AND LEARNING PROCESS OF READING BY USING SILENT CARD SHUFFLE STRATEGY (SCSS) FOR THE SEVENTH STUDENTS OF SMPN 15 YOGYAKARTA IN THE ACADEMIC YEAR OF 2014/2015

Lokasi/Responden : Kota Yogyakarta
Waktu : 24 Februari 2015 s/d 24 Mei 2015
Lampiran : Proposal dan Daftar Pertanyaan
Dengan Ketentuan : 1. Wajib Memberikan Laporan hasil Penelitian berupa CD kepada Walikota Yogyakarta (Cc. Dinas Perizinan Kota Yogyakarta)
2. Wajib Menjaga Tata tertib dan menaati ketentuan-ketentuan yang berlaku setempat
3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kesetabilan pemerintahan dan hanya diperlukan untuk keperluan ilmiah
4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan-ketentuan tersebut diatas

Kemudian diharap para Pejabat Pemerintahan setempat dapat memberikan bantuan seperlunya

Tanda Tangan
Pemegang Izin

ANIS FIIHAYATI

Dikeluarkan di : Yogyakarta

Pada Tanggal : 24-2-2015

An. Kepala Dinas Perizinan

Sekretaris



Tembusan Kepada :

- Yth 1. Walikota Yogyakarta (sebagai laporan)
2. Ka. Biro Administrasi Pembangunan Setda DIY
3. Ka. Dinas Pendidikan Kota Yogyakarta
4. Kepala SMP Negeri 15 Yogyakarta
5. Yth



PEMERINTAH KOTA YOGYAKARTA
DINAS PENDIDIKAN
SMP NEGERI 15 YOGYAKARTA
Jalan Tegal Lempuyangan Nomor 61 Telepon 512912 Yogyakarta
Website : <http://www.smpn15yogya.com>
Email : smpn15_yk@yahoo.co.id
Fax : (0274) 544903

SURAT KETERANGAN PENELITIAN

Nomor : 070 / 266/ 2015

Yang bertanda tangan di bawah ini Kepala SMP Negeri 15 Yogyakarta :

Nama : Subandiyo, S.Pd.
NIP : 19590723 198103 1 010
Pangkat / Golongan : Pembina / IV/a

Menerangkan dengan sesungguhnya bahwa :

Nama : ANIS FIIHAYATI
NIM : 11202241018
Pekerjaan : Mahasiswa Universitas Negeri Yogyakarta
Prodi / Fakultas : Fakultas Pendidikan Bahasa Inggris / FBS
Judul Penelitian : IMPROVING THE TEACHING AND LEARNING PROCESS OF READING BY
USING SILENT CARD SHUFFLE STRATEGY (SCSS) FOR THE SEVENTH
STUDENTS OF SMP NEGERI 15 YOGYAKARTA IN THE ACADEMIC YEAR
OF 2014/ 2015

Telah melakukan Penelitian di SMP Negeri 15 Yogyakarta pada tanggal, 23 Maret s/d 13 Mei 2015
berdasarkan surat No.070/0648 dan 1207/34 tanggal, 24 Februari 2015

Demikian Surat Keterangan Penelitian ini kami buat untuk dipergunakan sebagaimana mestinya.



Yogyakarta, 15 Mei 2015
Kepala Sekolah
Subandiyo, S.Pd
Subandiyo, S.Pd
NIP. 19590723 198103 1 010



SEGORO AMARTO
SEMANGAT GOTONG ROYONG AGAWE MAJUNE NGAYOGYAKARTA
KEDISIPLINAN - KEPEDULIAN SOSIAL - GOTONG ROYONG - KEMANDIRIAN